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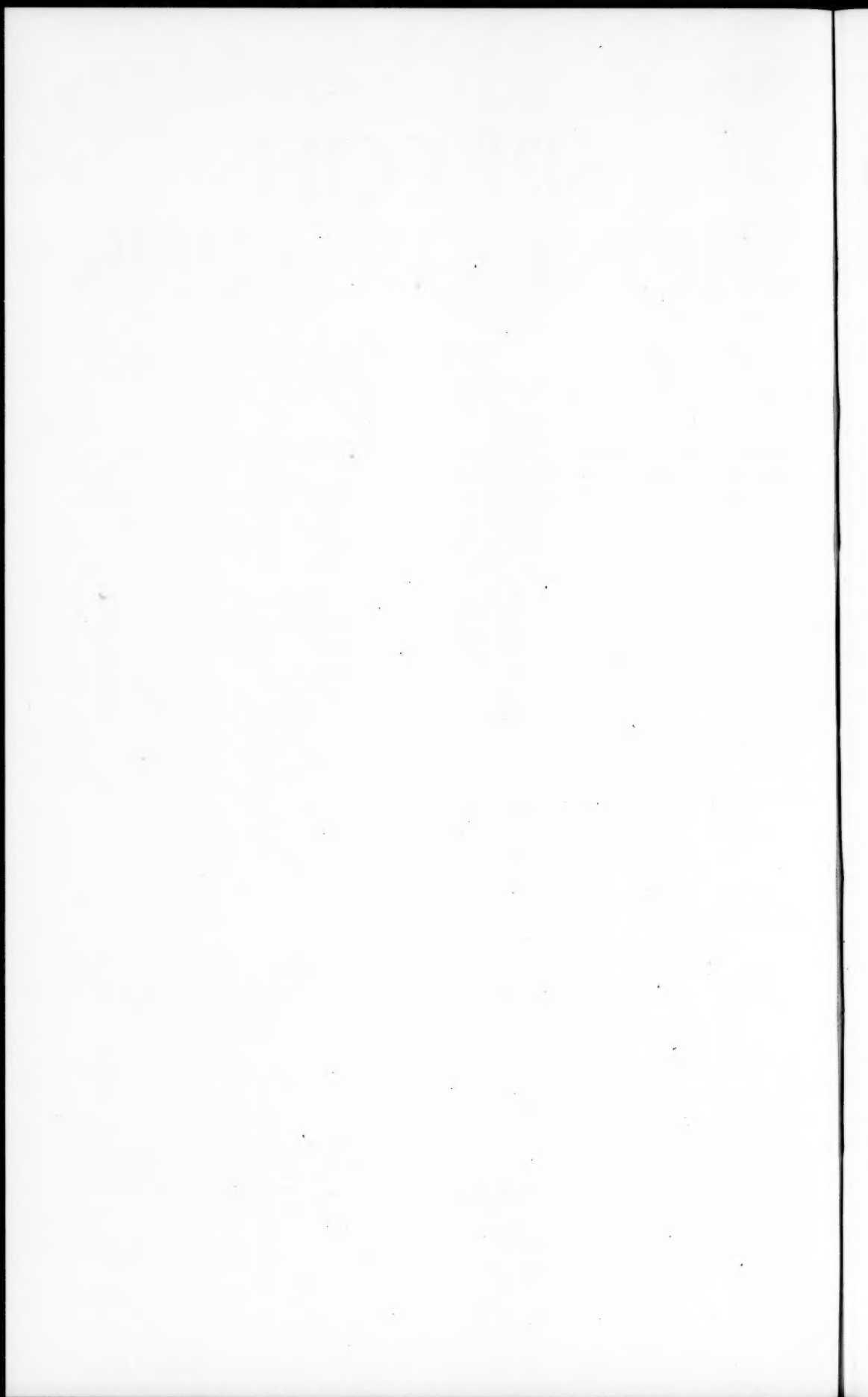
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Abstracts of Theses in the Field of Speech and Drama, VI—(Cont.) 173

Edited by CLYDE W. DOW

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## ABSTRACTS OF THESES IN THE FIELD OF SPEECH AND DRAMA, VI—(continued)\*

EDITED BY CLYDE W. DOW  
*Michigan State College*

### I. Fundamentals of Speech

Atkinson, Chester Joseph, "A Study of Vocal Responses during Controlled Aural Stimulation," Ph.D. Thesis, Ohio State University, 1950.

An experimental study was designed to investigate some of the effects of the acoustic environment upon the manner in which a person speaks: more especially, to test selected relationships between (a) vocal output and (b) the acoustic environment during the production of monosyllables.

The rationale of the study involved theoretical considerations of the acoustic environment and its interaction with speech. Speech is usually represented as a composite of four experiences, each with a physical correlate: pitch, loudness, quality, and rate. Pitch and quality depend directly on frequency—an event in time. Therefore there is some justification for a technique (e.g. autocorrelation) that would portray speech events in time (pressure fluctuations) and the degree of correspondence to each other that occur with specific magnitudes. The acoustic environment was altered in events in time (frequency) and specific magnitudes (intensity) in this study.

Previous studies have shown that speech may be altered by an acoustic environment. In the present study the range of the stimulus encompassed the limits of comfortable hearing with respect to intensity, and the range of the frequency of the stimulus was extended from the fundamental frequency of voice through the most important overtone frequencies.

The subjects were twenty-four male under-

graduates. Each read monosyllabic responses to 90 stimulus tones. These tones represented the intersection of the monaural equal-loudness contours 10, 20, 30, 40, 50, 60, 70, 90, and 100 with the frequency ordinates 80, 100, 150, 200, 250, 500, 1000, 2000, and 4000. These responses were recorded on a Presto 8 D.G. disc recorder. The recordings were reproduced through (a) a power-level recorder (Sound Apparatus Co., 50 db potentiometer, 50 mm/sec.), and (b) a tape recorder (Magnecord, 15 in./sec.). Measurements of the intensity were read directly from the record of the power-level recorder. Measurements of the fundamental frequency were read directly from the sound tape after a dipping process had been utilized to make the magnetic striations on the tape visible.

As the loudness of the stimulus increased from Loudness Level 10 through 100, the responding voice became more intense. This increase in intensity was found to be represented by the equation

$$Y = Ae^{mX} + B.$$

Analyses of both fundamental frequency and intensity of the vocal responses to Loudness Levels 10 through 90 showed consistency. Analyses of both fundamental frequency and intensity of the vocal responses to Loudness Level 100 were not consistent with the results of the responses to the lower loudness levels.

The intensity of the responses increased approximately 4 db when the loudness of the stimulus tone increased from Loudness Level 10 to Loudness Level 100. The fundamental frequency of the responses increased approximately 4 c.p.s. under the same conditions. Neither the intensity nor the fundamental frequency of the responses changed systematically when the stimulus tone changed from 80 c.p.s., through 4000 c.p.s.

In summary, the results of this study indi-

\*Limitation of publication space has forced the Editor of Speech Monographs to limit the publication of Abstracts this year to those appearing in the June issue and those selected from the remainder for this issue.

cate that a speaker changes his voice in response to changes in an acoustic environment. These changes are attributed to the loudness of the stimulus tone. The frequency of the stimulus tone, on the other hand, appeared to have no effect on either the fundamental frequency or the intensity of the responses.

Abstracted by CHESTER J. ATKINSON, *Ohio State University*

**Baisler, Perry Emanuel, "A Study of Intra-Laryngeal Activity During Production of Voice in Normal and Falsetto Registers," Ph.D., Thesis, Northwestern University, 1950.**

This investigation was designed to study and describe the activity within the larynx as voice is produced in normal and falsetto registers. In an attempt to examine the hypothesis that the functions of the internal laryngeal structures are distinctively different for the two registers a number of specific questions were posed. These concerned (a) the vibratory patterns of the folds themselves, (b) the adjustments of the false folds and other supra-glottal laryngeal structures, (c) the consistency of any observed differences from person to person, and (d) the type of laryngeal adjustment that occurs at the moment of transition between registers.

Data for the study were acquired mainly by using high-speed cinematography to record the intra-laryngeal activity of two adult subjects as voice was produced in each of the two registers. The pictures were taken at approximately 4000 frames per second as the subject phonated, forming the vowel [æ] at a constant intensity under each of the following conditions: (1) at a pitch well within the normal register, (2) at a pitch close to the top of the normal register, (3) at approximately the latter pitch but in the falsetto register, (4) at a pitch well within the falsetto, and (5) on a glide between normal and falsetto.

The film thus obtained was subjected to two types of analysis. (1) It was projected at normal speed (16 frames per second) to give a "slow-down" effect of about 250 to one to the movements within the larynx. Qualitative observations were made during repeated showings of the film at this speed. (2) A number of typical cycles were selected for each condition. Each frame was projected using a constant enlargement factor and a tracing was made. Then, by making a series of measurements on the successive tracings, it was possible to quanti-

fy the structure relationships from frame to frame.

The findings growing out of this analysis may be summarized as follows:

1. The chief difference which distinguishes the vibratory patterns of the vocal folds as the individual changes from normal to falsetto register is the tendency for the extent of fold movement to be reduced in the falsetto.

- (a) That this difference is not the result of the concomitant pitch change is indicated by the consistent break in the "pitch trend" as the two registers are compared.

- (b) The theory that in the falsetto the folds do not close completely at any time during the vibratory cycle finds no support in this study.

- (c) The tight pressing of the posterior portions of the folds is not a necessary characteristic of the falsetto—except, perhaps, at very high pitches within this register.

2. The adjustments of the supra-glottal structures of the larynx probably do not have a major role in distinguishing the two registers.

- (a) The tendency sometimes observed for the ventricular folds to move inward for falsetto voice is not a necessary pattern in producing the characteristic quality distinction between the registers.

- (b) Even in very high falsetto the ventricular folds do not appear to impinge upon the true folds, although some narrowing of the entrances to the ventricles may occur.

3. The differences between registers appear to be far from consistent from person to person.

- (a) While the reduction of movements determining width and area of the glottis in falsetto occurs for both subjects, one subject shows this decrease to a much greater degree than the other.

- (b) Many of the activity patterns studied show marked dissimilarities between subjects.

4. The transition from one register to the other need not involve a sudden marked change in laryngeal function.

Abstracted by PERRY E. BAISLER, *University of Washington*.

**Blewett, Thomas T., "An Experiment in the Measurement of Listening at the College Level," Ed.D. Thesis, University of Missouri, 1949.**

This study, primarily concerned with the problems of measurement and correlation in listening, had these main purposes: 1. to construct a listening test; 2. to determine the relationship between listening ability and these fac-

tors: intelligence, reading, vocabulary. Other purposes were: 1. to explore the correlation between listening ability and these factors: A. scholarship aptitude as gauged by score on a psychological test; B. numerical aptitude; C. language aptitude; D. recognition of correct English usage; E. scholastic aptitude as measured by teachers' marks; 2. to fathom the relationship between both factual and inferential listening and reading; 3. to determine if there is an analogy between factual and inferential listening; 4. to match scholastic achievement as indicated by teachers' marks with reading comprehension and scholastic aptitude, or general intelligence.

The author lists the assumptions made in the building of his test and advises that the services of a consulting group of students resulted in revisions. Further administration of the test to a group of 150 females in Stephens College's Division of Communication established the reliability of the test and showed the discriminating power of the items. The subjects of the final work were 150 first-year students at Stephens College. From the alphabetized class list, every eighth name was chosen. If the person had taken part in the preliminary construction of the test or was unwilling to participate, substitutions were made on the same basis. The resulting test, according to Blewett, had these distinguishing features in comparison with earlier tests: 1. the test was recorded and presented with no variation in delivery; 2. the test was divided into two parts, each an attempt to measure related but assumedly different phases of the listening process.

Part 1, The Test on Content Retention, was formed of five sections; in each, information was given orally to the listeners and eight questions were asked orally. This part's reliability was  $.89 \pm .01$  according to the Spearman-Brown Prophecy Formula;  $.76 \pm .02$  using the Kuder-Richardson Formula. Part II, The Test on Drawing Conclusions, had a correlation of .37 with Part 1 and is characterized by the author as listening on a "higher level" as the subjects listened for more than information. Six criteria were used in the selection of materials for the six sections of this part which were composed of informational passages from speeches and essays. This part's reliability was  $.92 \pm .01$  according to the Spearman-Brown Formula;  $.75 \pm .02$  using the Kuder-Richardson Formula. The entire test's reliability was  $.93 \pm .01$  employing the Spearman-Brown Formula;  $.81 \pm .02$  using the Kuder-Richardson Formula.

The completed test was then recorded and given during regular class periods to groups of 18-25 students. All of the members of the classes in which the subjects were enrolled took the test. After the directions had been given, the recording machine was halted while the experimenter asked if the volume should be adjusted and invited a change of position if any of the listeners desired. The maximum distance from the machine was 30 feet. The passages and questions, 40 in each part, were orally delivered. In Part I, the subject wrote her answer. In 60% of the responses, one word sufficed; in the others, two or three words were given. In Part II, the subject responded by choosing from among five foils on her answer sheet. The correlation coefficients discovered are reported and interpreted.

Blewett concludes: 1. The ability to learn through listening varies among individuals; 2. scholastic aptitude, though correlated with intelligence, cannot be used to predict listening ability; 3. there are different kinds of listening; 4. listening and reading, viewed as closely related because of their assimilative character, employ different factors; 5. vocabulary affects listening; 6. the greatest correlation with listening was general language aptitude; 7. scholastic achievement as measured by teachers' marks are slightly related to listening; 8. aptitude for numbers and recognition of correct English usage have a slight effect upon listening comprehension; 9. listening seems to have contributed as much to the subjects' scholastic achievement as reading; 10. school marks appear unrelated to general intelligence and reading comprehension; 11. nothing definite was found by this study regarding the connection between listening comprehension and hearing loss; 12. work on the proposed Part III, The Test on Following Directions, hints that the subjects were more successful in this phase than in either of the other two parts; 13. the subjects, generally more apt in inferential listening than in factual listening, evidenced greater variation in the first type; 14. scores on Part 1 of the test showed that the subjects could retain, at least for an immediate response test, much factual information given orally; 15. scores on Part II evidenced the subjects' ability to retain temporarily material received by the ear and to draw conclusions from it; 16. the influence of introducing the reading factor in a listening test has not been settled by this work.

Abstracted by DONALD C. BLANDING, *Michigan State College*

Bronstein, Arthur J., "A Study of Predominant Dialect Variations of Standard Speech in the United States during the First Half of the Nineteenth Century," Ph.D. Thesis, New York University, 1948.

The problem of this study consisted of an examination of the major dialects of the Atlantic coastal area during the first half of the nineteenth century; an investigation of the cognizance by the educational system of the dialects of the period; and an evaluation of the action taken by the schools and their teachers to "correct" or "standardize" pronunciation.

Usage was just beginning to be recognized as a criterion of acceptable speech during the nineteenth century. Most of the grammars, spellers, and dictionaries of the period, however, still evidenced the strong influence of the "rules of reason" approach that had dominated the linguistic philosophy of the previous century as well as a studied imitation of the British orthoepists. As a result of three divergent influences, the concept of "standard speech" in the nineteenth century bridged the gap between the prescriptive approach of the eighteenth century and the recognition of usage as a determining factor that has been developed in the twentieth century.

Noah Webster's spelling books and dictionaries were widely known in the early part of the nineteenth century. Though based on Eastern New England usage, they were employed, almost completely without change, throughout the country. An evaluation was made, therefore, of Webster's attitudes on language usage and the patterns he described as "standard." Though he can be considered neither an accurate phonetician nor a careful observer of language habits, Webster was one of the first in the United States to realize that standards must stem from current usage. Much of the credit for the acceptance of an American standard of speech, distinct from the British, belongs to him; and the remarkable degree of uniformity of the language of the United States may be attributed, in large measure, to his widely used spellers and dictionaries.

A number of other spellers, reading manuals, and dictionaries that were published on the eastern seaboard in the early part of the nineteenth century were also studied in order to determine the phonetic patterns in use at the time, the pattern the schools recognized as standard, and the attitude of the schools toward non-standard forms. Pronunciations found in the spellers were checked in contemporary dictionaries. An analysis was made in both the

dictionaries and the spellers used of (1) pronunciation tables and their key words; (2) prefatory discussions of speech sounds; (3) warnings to teachers and readers about specific usages; (4) lists for checking of respellings in other sources; and (5) special lists of common "mispronunciations."

Three major dialects of the Atlantic coastal area were analyzed: the Eastern New England, the Middle Atlantic, and the Southern. The vowels and diphthongs of these dialects, together with their common substitutions and variants, were studied and analyzed. "Correct and distinct" pronunciation of words as they were spelled was widely advocated in each of the dialect areas. Weakened vowel forms in unstressed positions were generally considered "vulgar," "colloquial," or "slurred."

Strong objections were made by contemporary writers to palatalizations in words like *virtue*, *nature*, and *verdure*. None of the writers studied denied the common use of palatalized forms, however. Their acceptance today in the pronunciation of such words as *nature*, *picture*, and *educate* proves that the orthoepists could not prevent their acceptance. On the other hand, the persistence of the unpalatalized form in the pronunciation of *beauteous* and *duteous* (palatalizations in these words are still considered substandard) attests to the power of the nineteenth century orthoepist in America.

The substitution of *n* for final *ng*, a substandard pronunciation so common today in all dialects, was equally common in the early nineteenth century. Hardly a speller, reader, or dictionary was found that fails to warn its readers to be careful about this substitution.

The desire to retain the post-vocalic *r* despite its widespread loss, especially in New England, is generally manifest in the early nineteenth century spelling books. There is little doubt that their authors were unaware of its loss. How much of the insistence to pronounce the post-vocalic *r* was based on actual observation and how much was based on the desire to parallel orthoepy with orthography cannot be accurately stated.

The teaching of "correct" pronunciation was a matter of concern to the educators of the period. Constant references to the problem are to be found in the educational literature of the period. These noted that the schools failed to provide adequate instruction in pronunciation usage and that such instruction should begin in the primary grades.

The standard preferred in the schools derived from the strong influences of John Walker

and Noah Webster as well as from a strict adherence to the spelled forms. Evidence points to a standard based on Eastern New England forms (attributable chiefly to Webster) with strong learnings toward the prescriptions of John Walker. Reduced stress of certain syllables, common palatalizations, substitutions, and intrusives not indicated by the orthography were thought to conflict with the standard form. That these "improprieties" were widely used is proved by the constant references to them in works from all areas throughout the period under investigation.

The teaching of pronunciation "by instruction in the true sound of the letter" as well as by teaching whole words "before teaching the letters of which they are composed" was advanced by Horace Mann in 1841. Lessons based on the imitation of the teacher's pronunciation, the correction of sounds in syllables, words, and sentences, and the listing of common mispronunciations are found. "Correct" forms were either the spelled forms, those used by the teacher, or the forms recommended in the dictionary or the spelling manual.

The teacher of the period understood the language with little of the insight that was to come much later as the result of more careful linguistic investigations. At the same time, he was dependent upon a few incomplete and often inaccurate source books. But like all teaching, teaching speech was as effective as the knowledge and the skill of the teacher. Usage had become so ingrained that instruction in school alone was not capable of effecting permanent changes.

This study provides a continuation of the knowledge gained from earlier works on standard pronunciation. It presents a detailed account of the linguistic attitudes towards standard speech as well as the predominant dialect variations in the eastern part of the United States during the first half of the nineteenth century.

Abstracted by JOHN B. NEWMAN, *Queens College*

**Clark, Jack Placete, "An Objective Analysis of Certain Aspects of the Reduplicatives of English, Ph.D. Thesis, University of Wisconsin, 1950.**

Reduplicated words are one of the enigmas of the English language. *Wishy-washy*, *hocus-pocus* and *flim-flam* are examples. Chronologically and linguistically pervasive, reduplications have been found in all languages and as far back in English literature as the fifteenth century. Apparently, they arise from the speech

of the common people and are constantly being created.

Few studies have been done in the investigation of the causes of existence and form of reduplicatives. Those authorities who have speculated as to these causes, have deplored the paucity of such studies; and have commented on the importance of these words as sources of certain unknown principles.

The present study is an attempt to carry on the few previous studies regarding reduplicatives. The study was limited to the English language. As General American pronunciation is in greater numerical vogue, its phonemes were used; and the *Pronouncing Dictionary of American English* as authority for those phonemes. A phonetic approach was used in the investigation because of the disagreements among authorities on the efficacy of an etymological approach.

From the approximate one thousand collected reduplicatives, the initial consonants and stressed vowels were extracted and classified as to frequency under various types of occurrences, and as to certain acoustical and physiological classifications. Data were expressed both in tabular and in explanatory form.

Preparatory to applying these data, existing theories were presented and interpreted. These may be expressed as a desire for the following:

1. Rhyme
2. Assonance
3. Onomatopoeia
4. Ablaut relationship
5. Tongue pleasingness
6. Warning and confirmation
7. Emphasis, clearness and intelligibility

In the application of data to these theories the results were interpreted as having:

1. Denied the theory of rhyme
2. Denied the theory of assonance
3. Denied the theory of onomatopoeia
4. Denied the theory of ablaut relationship
5. Supported the theory of emphasis, clearness and intelligibility
6. Supported the theory of tongue pleasingness
7. Supported the theory of warning and confirmation

For those aspects of reduplicative formation not taken cognizance of by previous theories, i.e., the question of consonant or vowel choice in making changes between first and second elements, and the question of *raison d'être* and *raison d'être comme ça* for pseudo-reduplicatives and zero consonant reduplicatives, interpretations were made as follows:

1. Choice of consonant or vowel change: if in the process of forming a reduplicative, the meaningful element contains a comparatively high-front, stressed vowel, the meaningless element will usually be formed by changing the vowel; but if the meaningful element contains a mid or back, stressed vowel, the meaningless element will usually retain that same vowel and make a consonant change instead.

2. Zero consonant formation: the interposition of a consonant accomplishes the purpose of avoiding the running on of two identical vowels and the repetition of two succeeding, identical, stressed vowels.

3. Pseudo-reduplicatives: these apparently change only consonants and seem to be formed purely on a basis of ear pleasingness.

Abstracted by JOHN V. IRWIN, *University of Wisconsin*

**Fletcher, William Wayne, "A Study of Internal Laryngeal Activity in Relation to Vocal Intensity," Ph.D., Thesis, Northwestern University, 1950.**

The primary purpose of this research was the comparison of internal laryngeal activity, particularly of the vibrating vocal folds, during the production of vocal sound (approximately the intermediate [a] at differing intensities. Data were obtained mainly by means of high-speed motion picture photography at 4000 frames per second. Two male and one female larynxes were studied. The final data were accumulated through observations of motion patterns during motion picture projections and through measurements of dimensions on single-frame projections. The glottal area of each frame of representative cycles was determined by making planimeter measurements of enlarged tracings of glottal outlines. The experimental conditions included vocalization at low and high intensities at both low and high pitch levels and a crescendo from minimum to maximum intensity at a medium pitch level. The results may be summarized as follows:

1. No consistent relationship was found between vocal intensity and horizontal amplitude of vocal fold movement. Individuals varied in respect to changes in amplitude accompanying changes of intensity at both the low and high pitch levels, some showing a great increase in amplitude for the loud vocalizations, while in other instances little, if any, change was observed between loud and soft vocalizations. Increasing vocal intensity at a medium pitch level was accompanied in all cases by comparatively slight variations in amplitude, and at

high intensity the extent of lateral excursion was found to differ little, or not at all, from that of low intensity.

2. The element of the vibratory motion most consistently associated with intensity of voice was found to be the closed phase of the vibratory cycle. This varied approximately with the intensity, occupying an increasing proportion of the cycle time as the intensity was increased, where pitch and vowel sound were kept relatively constant.

3. Air flow through the larynx was provided with a total effective glottal aperture per cycle whose area tended to be somewhat less during high intensity than during low intensity phonations at a medium pitch level. At very low and high pitch levels, individuals varied in this respect, the total effective glottal area being reduced at high intensity for some and being increased in others.

4. As intensity increased, there was a pronounced tendency for the epiglottis to move posteriorward, and, at low pitch, for the ventricular folds of the two male subjects to move slightly medialward.

The results of this study are in essential agreement with the earlier observations by the personnel of Bell Telephone Laboratories based upon high-speed motion pictures of the larynx.

Abstracted by WILLIAM W. FLETCHER, *University of Minnesota*

**Harrington, Donald, Anson, "An Experimental Study of the Subjective and Objective Characteristics of Sustained Vowels at High Pitches," Ph.D. Thesis, Louisiana State University, 1950.**

Investigations by Helmholtz, Miller, Paget, Crandall, Stout, *et. al.*, of the energy distribution in vowels have resulted in the general conclusions (1) that there is a characteristic energy spectrum for each spoken vowel; (2) that the vowels investigated seem to have characteristic pitches; and (3) that some changes in the distribution of energy in the acoustic spectra can be correlated with changes in pitch.

This study of the subjective and objective characteristics of vowels at high pitches is made on the hypotheses (1) that there is a pitch for each vowel above which it can not be recognized; (2) that the change of phonetic character of each vowel will follow a definite pattern; and (3) that the acoustic spectra of high pitched vowels will give additional information as to the acoustic characteristics of each vowel.

The purpose of this study is to determine

the nature of the changes in the vowel as the pitch is raised, as shown (1) by the observed differences of phonetic transcriptions made by trained phoneticians under the circumstances of the study, and (2) by a vowel spectrum analysis made by the Sonograph.

The following procedure was used. Each of five trained sopranos recorded the thirteen vowels ([i], [ɪ], [e], [ɛ], [æ], [a], [ɑ], [ʌ], [ɜ], [ɔ], [o], [ʊ], [u]). Each vowel was sustained for approximately 1.8 seconds at each of the fifteen pitches of the diatonic scale from *c'* to *c''*. Both the beginning and the ending of the vowel were eliminated by a switch, so that only the steady state portion of the sustained vowel could be heard by the nine judges who phonetically transcribed their observations from the recordings. These same recordings were used later to make two types of patterns on the Sonograph. One pattern showed the intensity in each frequency throughout the duration of the vowel (i.e., frequency versus time), and the other showed the intensity in each frequency component at a selected point in the vowel. For this study, the patterns of frequency versus time were made for all singers, but the patterns of frequency versus intensity were made only for the 203 sounds of Singer #1, who seemed to be most capable of sustaining a required vowel.

The following conclusions were drawn:

1. The pitch at which most of the vowels in this study lose their recognition characteristics is *b'*.
2. Front vowels tend to be distorted to [æ] at the pitches from *f''* to *c''*, whereas back vowels tend to be distorted to the vowel [ɑ].
3. Front vowels are not distorted to sound like back vowels even at the highest pitches, whereas back vowels are heard as [e] and [ɛ] in a few cases.
4. The vowels [ʌ] and [ɜ] are not identified at any pitch.
5. High pitches force the peaks of energy concentration toward the harmonics of the fundamental frequency.
6. The effect of high pitches on vowels is to reduce the number of partials within a given frequency range.
7. The first strong partial moves to higher frequencies progressively with the rise in the pitch of the vowel.
8. Plotting the frequency of peak 1 against the frequency of peak 2, as Joos, Potter, and Peterson have done for spoken vowels, does not seem to result in a valid method of identifying the vowels in this study.

9. The Sonograph method of analyzing sustained vowels at high pitches is not as valuable when the patterns of frequency versus time are used as when the patterns of frequency versus intensity are used. The latter give data which are the more readily interpreted.

Abstracted by DONALD A. HARRINGTON, *Marquette University*

**Karraker, W. J., "An evaluation of the course, Personality Guidance," Ph.D. Thesis, University of Denver, 1950.**

This dissertation is an evaluation of student's behavior that changed while taking the course personality guidance. The evaluation covered: (1) comparison of students taking the course and a control group; (2) report on behavioral changes by students taking the course; and (3) a questionnaire to those who had the course. There are descriptions of development, objectives, teaching, technics, and organization of the course for clear understanding.

The course is based upon relationships in psychology of personality, general education, guidance, self-appraisal, counseling and case study. Psychology of personality furnished the course content; general education helped to solve personal problems; self-guidance was utilized for self-appraisal in a group; individual problems were recognized in counseling; and the case study was the final synthesis.

Objectives of the course were to assist students in self appraisal, evaluating, educational plans, vocational goals, adjustment, behavior, application of psychological principles, and data for counseling.

The teaching technics utilized in the course for teacher counseling is as follows:

Counseling, 56.5%; self appraisal, 17.4%; class discussions, 16.3%; and class lectures for orientation, 9.8%.

The course was organized into three divisions. First, to give the students the opportunity to understand the personality, heredity, culture, evaluation and autobiography and case study. Second division gave the student an understanding of case histories for self-appraisal, rating scales, and test batteries. In 1948-49 this battery was used; Chicago Test of mental abilities, Bell adjustment Inventory, A-S Reaction Study, Cooperative General Culture Test, California Test of Personality, Neher Health Test, Kuder Reference Inventory, Minnesota Personality Scale, Minnesota T.S.E. Adams Personal Audit, and Study of Values. Third Part covered normality and abnormality, emphasis

was placed on counseling for changing personality qualities.

Students taking the course evaluated more changes in personality than the control group, ratio 3.72; the students taking the course gained in self-esteem, ratio 3.64. Students taking the personality guidance course a ratio 6.33 in self-appraisal. The largest number of changes in self-appraisal was: personal rating, boys 88.8%, girls 87.5%; health, boys 66.7%, girls 77.5%; and introversion-extroversion, boys 70.4%, girls 75.0%. The girls reported more changes than boys by 3.75 ratio.

Eighty percent of students that completed the course stated that the course should be permanent in the college curriculum because the course fulfilled its objectives. The first top values of the course were: opportunities for self-appraisal and improvements, understanding of others, vocational guidance, personality, and methods of personality changes. Finally the course was recommended for organization and modifications but not standardization with respect to content, teaching technics, or time limitations. The course should be retained as a course in the general education sequence; and that the objectives as stated for the course are worthy of careful consideration.

Abstracted by WILLIS E. ROSS, *University of Denver*

**Lang, Robert Alfred, "The Development of Rhetorical Theory in French Colleges, 1550-1789 (with Indications of Other Available Rhetorics)," Ph.D. Dissertation, Northwestern University, August, 1950.**

*Purposes*—(1) To investigate and report the character of rhetoric taught in French Colleges, 1550-1789, and the place of rhetoric in the curriculum; (2) to compile a list of school rhetorics composed and available in France at that time.

*Materials and procedure*—Original statutes and curricula of various colleges, memoirs, essays, letters and rhetorics of the period were discovered and evaluated by comparison with classical rhetorics.

*Summary of findings*—Rhetoric was the main subject matter of the five or six classes in the secondary course of all the colleges. Five educational institutions were outstanding: the Society of Jesus, University of Paris, College de France, Congregation of the Oratory, and Port-Royal.

Jesuit pedagogy was based upon Quintilian and consisted of lectures on rhetorical principles; analysis of orations, poetry, and prose;

and practice in written composition through imitation of classical models. Jesuits composed at least 499 rhetorics between 1560 and 1800, of which ten achieved wide popularity. All the texts were based upon classical doctrine, especially Cicero's *Partitiones Oratoriae*, *Topica*, and *De Inventione*. Instruction was formal, emphasized style, and practically omitted political oratory, possibly because little political speaking existed in France then.

The University of Paris was decadent. Few rhetorics were composed there but Athonius *Progymnasmata* were popular, and rhetoric was a mixture of classical and non-sophistic doctrine. The same was true of the College de France.

The Congregation of the Oratory imitated the Jesuits, but Bernard Lamy, a member of this order, composed *L'Art de Parler* which followed classical doctrine and which has erroneously been called the *Port-Royal Art of Speaking*. Oratorian innovations included use of French and a broader curriculum which included science, history, and geography.

Port-Royal followed the usual progression of classes but used Aristotle, Cicero, and Quintilian as texts for rhetoric. Port-Royal professors composed no rhetorics.

All these schools were administered by clergymen, and religion and religious oratory were emphasized. In all save Port-Royal, the rhetoric became increasingly sophistic and preoccupied with style. Ramean rhetoric was never popular in the schools. The most widely known and used rhetoric was the Jesuit Soarez' *De Arte Rhetorica* (1560) which was reprinted at least 159 times and which was essentially an abbreviation of Cicero. Latin was the primary language used, and Cicero was the universal model of style.

Abstracted by ROBERT A. LANG, *Western Reserve University*

**McCrery, Lester Lyle, "An Experimental Study of Relationships between Writing and Speaking Performance as Measured by College Grades and Student Rating Scales," Ph.D. Thesis, University of Southern California, 1950.**

The purpose of this study was to investigate relationships between writing and speaking performances of a selected group of college students.

First, a technique for measuring effectiveness of written composition was developed experimentally. This technique consisted of a rating scale, supplemented by two "guide" themes.

Next, a comparable rating scale, exclusive of the "guide" themes, was set up for measuring effectiveness of public speaking performance.

Experimental procedures were as follows: 150 students enrolled in the second semester of a beginning public speaking course wrote impromptu themes. Later these students rated one another's themes on a seven-step scale. Six weeks afterward, the students rated one another's 8-minute speeches. Results of these ratings, together with final grades for public speaking and English composition, were compiled, and the correlations among these various measures estimated and evaluated according to standard statistical procedures.

The findings of the study may be summarized as follows:

*The preliminary experiment.* ((1) Sufficiently high agreement among both faculty and student raters was secured to justify choice of a given written theme as typical of the bottom step on a rating scale. (2) The attempt to secure sufficiently high agreement among faculty and student raters to justify selection of a given theme as typical of the top step of a rating scale was only partly successful. (3) The use of "guide" themes was found to influence student ratings. On themes of low effectiveness the use of guide themes coincided with agreement among raters. On themes of high effectiveness use of guide themes coincided with fluctuations of judgment.

*The main experiment.* (1) For the 150 subjects the correlation coefficient found between final speech grades and student ratings on the 8-minute speeches was  $+0.66 \pm .05$ . (2) The correlation coefficient found between final grades for English composition and the average of student ratings on specific written themes was  $+0.67 \pm .05$ . This finding, with the one reported immediately above, suggested that the two rating devices tended to be valid and comparable. (3) When the speech grades were correlated with the grades in English composition, the  $r$  value was  $+0.35 \pm .07$ . This indicated that overlapping factors between the two variables were slightly more than 12 per cent and that knowledge of grades in one area improved ability to predict grades in the other area by only 6 per cent. (4) When student ratings for written themes were correlated with student ratings for speeches, the  $r$  found was  $+0.35 \pm .04$ . This indicated overlapping factors of 6 per cent and a forecasting efficiency of 3 per cent. (5) When combined speech grades and student ratings were correlated with combined composition grades and ratings, the  $r$  value was

$+0.27 \pm .06$ . This indicated overlapping factors of slightly more than 7 per cent and a forecasting efficiency of 4 per cent. (6) On the basis of the several correlation coefficients reported above, it was concluded that in individual cases performance in either speaking or writing provided almost no basis for prediction of performance in the other. The low correlation values further indicated that there was probably an overlapping of less than 12 per cent.

Abstracted by MILTON DICKENS, *University of Southern California*.

**Prall, Caleb William, "An Experimental Study of the Measurement of Certain Aspects of Stage Fright by Means of Rating Scale and motion Picture Techniques," Ph.D. Thesis, University of Southern California, 1950.**

The purpose of this study was to investigate experimentally the problem of measuring overt manifestations of stage fright. Specific questions included: (1) How reliably and validly can the overt manifestations of stage fright be measured by means of a rating scale technique applied to college students? (2) What changes will occur when the same judges rate silent motion pictures of the same speakers? (3) What relationships are there between these judgments of the overt manifestations of stage fright and the subjective feelings of the speakers?

Sixty-one "expert" judges rated 40 student speakers on a five-step scale in terms of "observable degrees" of stage fright. Simultaneously, sound motion pictures were taken. Immediately after speaking, students filled out Gilkinson's inventory, comprising 104 items to be checked and scored in order to establish a quantitative measure of the speakers' subjective feelings of fright or confidence. Several months later, the same judges rated the silent motion pictures. All the foregoing scores and ratings were tabulated and statistically compared.

*Findings.* (1) The personal reports ("PR" scores) of subjective feelings spread over 76.2 per cent of the theoretical maximum range of the inventory. (2) Averaged judges' ratings ("JR" scores) covered 88 per cent of the theoretical maximum scale range when speakers were judged "in the flesh." (3) JR scores spread over 84 per cent of the theoretical maximum scale range when silent pictures were judged. (4) Reliability of JR's was surprisingly high. Split-half comparisons for the original session produced an  $r$  value of  $+0.98 \pm .006$  and for the Picture Session an  $r$  of  $+0.94 \pm .021$ . (5) The JR's were highly reliable even when ratings of

as few as five judges were averaged. The lowest coefficient thus obtained was  $+ .92 \pm .025$ . (6) The JR scores correlated  $+ .63 \pm .108$  with the PR's for the original session and  $+ .69 \pm .075$  for the Picture Session. (7) The "accuracy" of judges did not vary significantly in terms of years of teaching experience. (8) Identical coefficients were found for judges seated in front rows as compared with those in back rows. (9) There was indication that female judges were more accurate than male judges. The obtained coefficients for male and female judges for the "Flesh" and Picture Sessions respectively were  $+ .60 \pm .115$  and  $+ .67 \pm .096$ ;  $+ .72 \pm .086$ . (10) There was no significant difference between judges when grouped in terms of their fields of major interest: public address, speech arts, and speech science. (11) There was markedly greater vacillation by judges in rating "fearful" speakers than "confident" ones. (12) Analysis of single ratings revealed such gross inaccuracies as to suggest that ratings by teachers individually could not be relied upon as measures of stage fright. (13) Judges tend to underestimate student fears significantly more frequently than to overestimate them. (14) PR scores for four speakers deviated from judge's ratings by two or three times the average deviation of the remaining 36 speakers. (15) Probably the most unusual feature of these data was the indication throughout that judges' ratings were more accurate when based upon silent motion pictures than when based upon observations of the "Flesh" performance. (16) In general, experience with motion picture equipment was encouraging and may be recommended as a device for further experimental work.

Abstracted by MILTON DICKENS, *University of Southern California*.

**Smith, Donald Kliese, "The Process of Adaptation in Spoken Language," Ph.D. Thesis, University of Wisconsin, 1950.**

This is a study of the relationship between spoken language behavior and the situation of discourse. Three primary questions are raised as the problem of study: (1) What significance have those concerned with the teaching of speaking skill attached to the immediate situation of an act of speaking as a determinant of the optimal form of that act? (2) What descriptions, either theoretical or experimental, have been made of the process of adaptation in spoken language, as involved in the interrelationships of language form, and the environment of particular acts of speaking? (3) What

lines of research would seem to be indicated at present as profitable sources of further insight into the form taken by the process of adaptation in spoken language?

Possible answers to these questions are sought by an examination of the principle of adaptation as it appears in rhetorical theory, and of the process of adaptation as it is described in contemporary theory and research dealing with language behavior. Five separate, though related sorts of examinations are made of concepts descriptive of the relationship between the form of spoken language and the nature of the immediate situation of discourse: (1) An examination of the sense in which the term *adaptation* is used in language theory. (2) An examination of classical rhetorical theory to see the nature and extent of the influence of the principle of adaptation in such theory. (3) An examination of contemporary speech theory as it confirms or alters the position of classical rhetoric with regard to the principle of adaptation. (4) An examination of theory about language behavior, and research in the area of language behavior pertinent to a description of the process of adaptation in spoken language. The status of such theory and research is made the basis for the definition of research procedures through which further knowledge about adaptation may be most efficiently accumulated. (5) An experimental investigation of the relationship between the content of certain samples of spoken language, and the nature of the situations from which these samples were gathered.

This study distinguishes the use of a term such as adaptation as a description of a happy, or effective relationship between particular acts of speaking, and particular audiences, and the use of the term to describe a process of behavior, in which a speaker reveals capacity for altering language behavior in the face of alterations in the situation of discourse. It is concluded that adaptation may be usefully studied as a process of behavior. Accordingly, the important data about language, so far as the process of adaptation is concerned, is that data which is descriptive either of the inter-situational stability, or of the inter-situational variability of language behavior.

It is observed that the language precepts in classical rhetorical theory stem from two separable sources: (a) Those which reflect concern by the theorist with the contingent nature of language, and the dependence of its optimal form upon the immediate situation of discourse, and (b) Those which reflect attention by the theorist to certain standards of language be-

havior, held to be desirable regardless of the nature of the situation. This conceptual construct of situational and non-situational determinants of language form is viewed as a useful basis for distinguishing likenesses and differences in the sorts of language precepts advocated by various theorists and teachers of rhetoric and speech. It is concluded that both situational and non-situational determinants of language form have been emphasized generally in classical language theory, and that a trend in contemporary speech and language theory is toward greater attention to the situational determinants of language form, and thus toward greater attention to the principle of adaptation.

Theoretical descriptions of the process of adaptation in spoken language are viewed as inadequate in the absence of experimental data as to the actual form of the process in behavior. Existing experimental data, while giving evidence of the relationship between the form of language behavior, and gross changes in the language situation, is limited to extent. It is concluded that experimental studies of the relationship of language form and situation have been handicapped by the relatively naive status of systems of describing or manipulating the situation of discourse in ways relevant to the nature of the speaker's universe. It is further concluded that the experimental examination of various systems of manipulating the situation of discourse may be an important immediate task in research into language behavior.

A study of adaptive language behavior is reported. This study is based upon the analysis of the sign vehicle content of language used in a series of manipulated audience situations. Content differences are found in discourse for a hypothetical audience as compared with discourse for a real audience. No content differences are found for discourse before a favorable audience, as compared with discourse before an audience unfavorable to the speaker.

Abstracted by DONALD K. SMITH, *University of Wisconsin*

**Bloom, Jack, "An Experiment to Determine the Presence of Acoustic Cues in the Vowels which Identify Familiar Speakers," M.S. Thesis, University of Michigan, 1950.**

The purpose of this study was to determine experimentally the locus of acoustic cues which identify the voices of familiar speakers.

The five voices were identified 81 percent correctly from their random utterances of ten vowels. The range in percentage identified cor-

rectly was from 60-88. If we omit the lowest figure the percentage range was 76-88. Fundamental pitch was not uniquely significant in identification and this indicated that factors other than pitch played a part in identification. From this pilot experiment there is strong reason to believe that the factor or factors responsible for voice quality recognition reside largely in the vowels.

Abstracted by JACK BLOOM, *University of Michigan*.

**Broadrick, King Woodard, "George H. Mead's Social Behaviorist's Account of Language Communication, A Reconstruction with Some Implications for Public Speaking," M.A. Thesis, University of Illinois, 1950.**

Mead formulated a theory of the nature of the mind and self which has as its central factor the assumption of attitudes of others. He isolated language, "the vocal gesture," as the primary stimulus which renders attitude-assumption possible because it evokes similar responses from communicator and communicatee. Despite the central importance of language to his theory of mind and self, neither Mead nor students of his philosophical system have written a systematic account of his theory of language communication. The purpose of this thesis is to reconstruct his theory of communication, and to note certain implications for public speaking.

After describing Mead's philosophical system as that of social behaviorism, the writer constructs Mead's theory of language communication around three propositions: (1) that the mechanism and activity of the nervous system renders it possible for man to absorb into his own experience, and act upon, the attitudes of others, (2) that the ability of man thus to assume the attitudes and roles of others is essential to language communication, (3) that the capacity of the vocal gesture to evoke dual, similar responses in communicator and communicatee renders possible the determination and indication of attitudes, and thus of meaning. Four broad implications of Mead's theory for public speaking are discussed: an analysis of the speaker's sense-of-communication, the aesthetic distances necessary to language communication, a suggested re-examination of the Aristotelian modes of proof, and a basic analysis of the related processes of speech teaching and criticism.

Abstracted by KARL R. WALLACE, *University of Illinois*

**Carveth, Richard Redin, "A Phonographic Study of the Phonetic Deviations of Chinese Students in the Pronunciation of the English Language, M.A. Thesis, Michigan State College, July, 1950.**

A paragraph containing all of the sounds in the English language, in initial, medial and final positions, was prepared. Chinese students enrolled at Michigan State College were used as subjects. Each subject was recorded on discs as he read the selection without preparation.

Sound substitutions were found in all twenty-five students. The consonants [l], [r] and [ŋ] and the vowels [ɪ], [æ], [ʊ], and [ʌ] became [r] [l] and [ŋ] and [i], [a], [ɑ] and [u]. Twenty three had extraneous sounds. Changes were noted in rhythm, force, aspiration and duration.

Abstracted by LUCIA C. MORGAN, *Michigan State College*

**Ellery, John Blaise, "Influence of Public Opinion Polls Upon Individual Opinion," M.A. Thesis, University of Colorado, 1950.**

This study attempted an evaluation of the influence upon individual opinion by opinion poll data. It involved examining the nature and formation of opinions, the theory and techniques of opinion polling, and experimentally investigating the reaction of college students to poll data.

The experimental phase of the study was based on a random sample of 200 students at Colorado University. The Control Group contained 50 subjects, the Experimental Group 150. A series of paper and pencil questionnaires, constructed by the author with the assistance of Dr. Gallup, was administered. Data thus obtained was analyzed by computing appropriate measures of deviations of the Experimental Group from the standard established by the Control Group. The tendency throughout the sample was to accept the majority view as indicated by opinion poll data. The greatest shift of opinion was found in connection with items wherein initial expressions of opinion were most evenly distributed. The Experimental Group demonstrated greatest variability. The need for a more sophisticated experimental procedure which will permit the utilization of more refined statistical instruments is indicated.

Abstracted by THORREL B. FEST, *University of Colorado*

**Fraser, Albert Allan, "A Test of Pitch Discrimination for Vocal Tones," M.A. Thesis, University of Missouri, 1950.**

The purpose of this study was to test the ability to discriminate pitch differences of vocal tones.

The subjects used were college students. The vocal stimuli were recorded and presented to the subjects on a tape recorder. The Seashore test for pitch discrimination, Series A, was presented as a control.

The investigator concluded that the Seashore test and the voice test evaluated different abilities and that voice test presented pitch differentials small enough to be indistinguishable to some adults.

The results indicated a need for more detailed study using finer pitch differentials and a group of subjects covering a wider age range.

Abstracted by A. A. FRASER AND CHARLOTTE G. WELLS, *University of Missouri*

**Ingle, Neloese, "Classification of Combined First and Second Grade Vocabulary According to the Northampton Vowel Chart," M.A. Thesis, University of Denver, 1950.**

The purpose of this study was to test the validity of the spelling on the Northampton vowel chart and to check on the placement of the spellings in primary and secondary position.

By actual count of the vowel sounds agreeing and disagreeing in pronunciation with the spellings on the Northampton Chart, it was found that the pronunciation prescribed by the Northampton Chart was 77.4 per cent reliable, at a second grade level. The relative importance of all the vowel spellings on the chart was evaluated and certain recommendations made as a result.

The recommendations were that the dashes on both sides of the short vowels be omitted, that one of the secondary spellings be shifted to become a primary spelling, and that five little-used spellings be eliminated from the chart.

The study was carried out by comparing the Northampton Chart to *A Basic Vocabulary of Elementary School Children* by listing the spellings of it under the Northampton as either agreeing or disagreeing in pronunciation. *The Thorndike Century Junior Dictionary* was used to determine correct pronunciation.

Abstracted by MARY CASMON, *University of Denver*

**Pennington, Paul Jordan, "Personality Involvements in Group Discussion," M.A. Thesis, University of Oklahoma, 1950.**

The field of speech has recognized the need for the involvement of persons in a discussion in order to achieve more acceptable solutions. Role-Playing and observer feedback as means of securing personality involvement were investigated in this experiment.

Eight experimental groups participated in two discussions. Observers rated each remark in terms of its intent and involvement in self, group, or issue. Participants rated their feelings after each discussion. Decisions of the groups were evaluated by judges.

All groups followed the same procedure in their first discussions. Two groups were used for control groups in the second discussions, two groups for role-playing, two groups for observer feedback, and two groups for both role-playing and observer feedback.

Groups using both techniques together showed the most significant increases in involvement scores. Groups using observer feedback alone showed significant increases in involvement scores. Groups using role-playing alone and the control groups showed no significant changes.

Results of this study tend to show that role-playing and observer feedback used together aid in increasing involvement of the participants in a discussion and that observer feedback used alone aids in increasing involvement of discussion group members.

Abstracted by PAUL J. PENNINGTON, *University of Oklahoma*

**Rosser, Paul F., "A High-Speed Motion Picture Study of Certain Vocal Field Phenomena During a Six Note Rise in Pitch," M.A. Thesis, University of Washington, 1950.**

The purpose of this experiment was to determine by analysis of high-speed motion pictures of a single larynx, whether forward movement of the vibrating segment occurred on the glottal lips during a six-note rise in pitch. Pictures were photographed at 2000 frames per second and then projected for individual frame analysis. On each frame linear measurements were taken of the approximated lips from the open segment, or segment under vibration, posteriorly to the vocal processes. If anterior movement of the vibrating area were progressively present during pitch rise, this posterior-non-vibrating distance was expected to increase progressively in length with pitch rise as is

ultimately observed in the condition of falsetto. The segment opened initially near the midpoint of the lips antero-posteriorly, and subsequent pictured positions (in the same cycle until maximum opening was reached) indicated that separation continued posteriorly to the vocal processes for each of the six notes tested. The data revealed that progressively forward movement of the vibrating lip area during a six-note rise in pitch, as measured from the vocal process to the posterior node of the vibrating segment, does not occur in this larynx.

Abstracted by PAUL F. ROSSER, *University of Washington*

**Smith, George Agnew, "A Motion Picture Study Comparing Lip and Jaw Movement and Area of Mouth Opening of Nasal and Non-nasal Speakers," M.A. Thesis, State University of Iowa, 1950.**

This experiment was designed to investigate the relationship between unpleasant nasality and extent of vertical lip opening, jaw movement, and area of lip opening during continuous speech.

The experimental groups consisted of 14 nasal speakers and 14 speakers selected for over-all excellence of voice. Front view motion pictures were made of the subjects during an oral reading performance of a factual passage.

Relevant measurements were made on projected frames selected to present a wide sampling of vowels during the reading performance. On the basis of these measurements no significant differences were found.

Inter-comparisons between vowels with respect to jaw and lip openings revealed certain inversions of the generally accepted vowel diagram. For example, the [i] is larger than the [ɪ], the [e] is larger than the [ɛ], and the [u] is larger than the [o].

Abstracted by FORREST L. BRISSEY, *State University of Iowa*

**Stromer, Walter Francis, "Strength of Opinion, Auditory Memory Span, and the Ability to Gather Meaning from Contextual Clues as Factors in Listening," M.A. Thesis, University of Denver, 1950.**

The general purpose of this study was to discover the relationship between the factors measured by several tests and total listening ability. Total listening ability was measured by a rating scale, filled out by the instructor and assistant instructor for each class tested, which rating scale was to discriminate the varying de-

grees of listening ability. This rating scale was used as an outside criterion or measure of validity against which the other tests in this study were validated.

The tests used in this investigation were, (1) The test of the ability to get meaning from contextual clues, (2) the test of strength of opinion, (3) the test of auditory memory span. It should be noted here that all three of these tests were constructed by the author for use in this investigation.

Although only one of the three tests did not have a low reliability coefficient test one, reliability coefficient of .94, test two, reliability coefficient of .75, test three, no scores available, the results of the study seem to indicate that a rating scale has definite possibility as a measure of total listening ability.

Abstracted by WALT NORLING, *University of Denver*

**Troeller, Robert Burl, "An Experimental Study of the Intensity of the Vibration of the Bony Framework of the Chest During the Sounding of Vowels," M.A. Thesis, University of Virginia, 1950.**

While the subjects used in this study sounded vowels at different combinations of frequency and intensity, the vibrations of the sternum, clavicle, and thyroid cartilage were picked up by a contact microphone. These vibrations were amplified and then measured with a volt-ohm-milliammeter.

Whereas the vowel used made no difference in the intensity of bone vibration, the subjects definitely varied in their amount of bone vibration.

It was found that, in most cases, there was an increase in intensity at the sternum position as the pitch of the voice was increased. The clavicle showed little increase while the thyroid cartilage showed none.

The intensity of vibration showed a definite increase as the intensity of the voice increased.

Abstracted by R. B. TROELLER, *University of Virginia*

**Widener, Jr., Ralph William, "A Preliminary Study of the Effects of Training in Listening," M.A. Thesis, University of Oklahoma, 1950.**

An attempt was made to determine whether specific instruction in listening would result in increased retention of spoken materials by the subjects.

Two talks, a test for each talk, were con-

structed from material found in two of the joint debates between Lincoln and Douglas.

Several "trial" experiments were then conducted to establish the reliability of the testing materials. The tests, as finally revised, met the standards of reliability as determined by most investigators.

The revised tests, along with an instructional manual in listening, developed as a result of research of available material on the subject, were administered to four groups of college and high school students at the University of Oklahoma. Three of the groups received the instruction in listening, the fourth group was used for purposes of rough control.

The treatment of the statistical data revealed that there was an advantage in having specific instruction of the type used administered in listening. This conclusion, however, must be considered only as an hypothesis as a result of the limitations of the experimental condition.

Abstracted by RALPH W. WIDENER, JR., *University of Oklahoma*

**Yoo, Richard F., "An Investigation of the Relationship of Speech Proficiency to General Intelligence on the Freshmen Level," M.A. Thesis, Ohio University, Athens, Ohio, 1950.**

Final grades in Speech 1, for the first semester of the 1949-1950 school year, was compiled. Two-hundred-and-eighty-nine final grades constituted the sample. An examination of the OSPE and English placement Tests for each of the students involved in the sampling was made. Five correlations were included in the study.

1. The co-efficient of correlation of general intelligence (OSPE) and speech proficiency. (final grade)
2. The co-efficient of correlation between English Placement Test scores and final grades in Speech 1.
3. The co-efficient of correlation between the final grades in Speech 1 and the initial grades in Speech 1.
4. The co-efficient of correlation between the OSPE scores and the initial grades.
5. The co-efficient of correlation between the English Placement Test scores and the initial grades in Speech 1.

Tentative conclusions were drawn as to significant relationships between initial grades in Speech 1, or final grades in Speech 1, and general intelligence as measured by the OSPE, or

language ability, as measured by the Purdue English Placement Tests.

Abstracted by L. C. STAATS, *Ohio University*

**Zimmerman, Leland Lemke, "A Personality Study of Debaters and Drama Students at the High School and College Levels," M.S. Thesis, University of Wisconsin, 1950.**

*Problem:* The investigation sought to determine the nature of the personality traits possessed by students interested in the special fields of dramatics and debate. Specifically, it was designed to (1) determine whether a "debate" or "drama" personality exists; (2) ascertain whether people elect debate or drama because of personality differences or whether there are differences that result from training in areas.

*Subjects:* A total of 216 students were examined in the study. This number included 56 high school drama students; 56 high school debate students; 54 college drama students; 50 college debate students. The subjects represented 7 colleges and universities in 4 states and 9 high schools in Iowa, Missouri, and Wisconsin.

*Procedure:* Each subject was asked to complete the following tests: *Minnesota T-S-E Inventory*, *Maller-Glaser Interest Values Inventory*, and the *A-S Reaction Study*. In addition, each student filled out a *Personal Questionnaire* designed to provide additional information regarding personal life and interests.

*Summary:* The two groups are marked by statistically significant differences in theoretic interest, aesthetic interest, economic interest, ascendent tendencies, and highly probable differences in social interest and emotional satisfaction. As a group, debaters exceed drama students in theoretic interest, economic interest, ascendance, social interest, and emotional satisfaction. Drama students, in turn, evidence a greater aesthetic interest than debaters. In theoretic interest, the debate mean is .55 above the norm and the drama mean 3.96 below the norm. In aesthetic interest, the drama mean is 7.00 above the norm, the debate mean 3.72 below the norm. Debaters are 2.16 above the norm in social interest and drama students 2.89 below the norm. Debaters exceed the norm in economic interest by 1.83; drama students are 4.20 below the norm. In emotional extroversion, the debate students exceed the norm by 6.54 and drama students surpass it by 5.98. Both debate and drama students exceed the emotional satisfaction norm, the debaters by 1.43 and the drama students by .83. No significant differences were available to indicate that personality devi-

ations may increase as a result of specialization in drama or debate.

Abstracted by LELAND LEMKE ZIMMERMAN, *University of Wisconsin*

## II. Public Address

**Bateman, La Var G., "The Speaking in the Mormon Missionary System," Ph.D. Thesis, University of Wisconsin, 1950.**

"Mormon" is a nickname given to members of the Church of Jesus Christ of Latter-day Saints derived from their scripture, the Book of Mormon, which they believe is a religious history of the early American Indian. The name "Mormon" no longer carries derogatory connotations; it is used here for brevity in identification.

The purpose is to discover what kinds of speaking Mormon missionaries do, whether they are adequately prepared, and if not, to suggest ways of providing better training. The work of these missionaries is a notable example of successful persuasive speaking.

The writer examined Church and public records, published and unpublished missionary diaries, and journals. He interviewed 270 returned missionaries, church authorities, mission presidents, active missionaries, and converts. Of the 270 returned missionaries, 189 were students at Brigham Young University; 81 were men and women from various wards and missions.

The average Mormon missionary is about twenty-three years old. He is a high school graduate or has at most one year of college before he is sent to preach the doctrines of Mormonism for two or three years. He serves in one of forty-three mission areas and speaks one of twenty-three languages. English, however, is the dominant language.

Over 60,000 persons have served as missionaries since 1830. Since World War II the Church has sent out over 2,000 missionaries a year, maintaining a corps of about 5,000. During the first 23 years in England the annual number of converts averaged 250 per missionary. This average dropped to about two converts each by 1899. However, the increased number of missionaries has kept a steady flow of new members. In 120 years the Church membership has grown to 1,078,000. Since 1930 there have been over 21,000 new members each year.

The writer estimates that missionaries are directly responsible for half of these converts.

Early missionaries traveled without money, preaching wherever they found listeners. Modern missionaries pay their own way, do less formal public speaking, and concentrate on house-to-house "tracting" and small meetings in homes. Conversation and group discussion are now the most common forms of missionary speaking.

Since the missionary's only formal training is an eight day school at the Church Missionary Home just before his departure, he must rely on his church and school activities for the necessary training. Church leaders believe that a young person with average mental ability and the humble desire to explain his beliefs can become a successful missionary.

The 270 returned missionaries were asked what types of speech training they believed most useful. In the order of importance, the following types were suggested: Talks, conversation, group discussion, oral reading, voice improvement, salesmanship (persuasion), interviewing, radio talks, debating, and reading from memory.

The evidence indicates that the Mormon Missionary needs skill in:

1. Public speaking—for small indoor meetings, for large hall meetings and for street meetings.
2. Conversations and small group discussion—for distributing tracts, home discussions and cottage meetings.
3. Oral reading—as an aid in all activities where the reading of Scripture and Church doctrine is important.
4. Radio speaking to train speakers to use this medium to teach Mormon doctrines and gain good-will for the Church.

Adequate facilities are available for training in *public* speaking. The extent to which missionaries take this training is not determined. Bateman recommends:

1. A more concentrated program of training in conversation and informal group discussion in the program of the Mutual Improvement Associations.
2. More emphasis on skill in oral reading in programs of the Mutual Improvement Associations.
3. That prospective missionaries should have practice in broadcasting.
4. That *all* auxiliary Church organizations incorporate discussion, oral reading, and radio speaking in their training programs.
5. That special training be made available, tuition free, at Church education institutions for *all* prospective missionaries.

To be an effective speaker the missionary should know these subjects:

- a. The elements of audience psychology.
- b. The customs, traditions, and language of the country to which he will be sent.
- c. The Standard Works of Church doctrines.
- d. New Methods of presenting the Gospel of Mormonism, such as "poll tracting" and the Anderson Plan.

While the missionary is studying these subjects he should have training in explaining church doctrines clearly and effectively. The eight days in the Missionary Home immediately preceding the missionary's departure, could then be a "briefing session" rather than a hurried introduction to these subjects and skills.

Abstracted by H. L. EWBANK, *University of Wisconsin*

**Beaven, Winton Henry, "A Critical Analysis and Appraisal of the Public Address of Senator George Norris," Ph.D. Thesis, University of Michigan, 1950.**

This is a study of the speaking techniques, the theory of public address, and the relative effectiveness in the Senate and in Nebraska of the late Senator George W. Norris of Nebraska. The investigation included some study of Norris as a speaker before his Senate days, but, since there are few extant speeches from this period, special emphasis was laid upon the Senatorial practices, since it was verified, subject only to reportorial errors that speeches in the *Record* were not altered by Norris.

The analysis was made according to the classical standards of invention, arrangement, style and delivery. Invention included ethical, pathetic, and logical proofs, with special attention to methods of rebuttal. The relative effectiveness of the Senator's address was explored: (1) by discovery in the *Record* of direct testimony as to changes in opinions and votes as a result of the Senator's address, (2) by testimony of fellow Senators given in other situations, and (3) by an analysis of the 1930 Senatorial campaign, and the campaigns for the Unicameral Legislature in Nebraska.

The results of the study indicate that:

1. Senator Norris made known adherence to no theory of public address.
2. Senator Norris wrote only one Congressional speech during his entire forty year legislative career.
3. His normal method of speech preparation consisted of much study of the evidence and much private thought concerning the evidence and the problem.
4. Speech outlines, as such, were rarely prepared.

5. Delivery was completely extemporaneous from few or no notes.
6. Physical aspects of delivery, voice, gesture, movement, etc., were undistinguished.
7. Stylistically, Norris' composition was distinguished for its simplicity and clarity, with few figures or embellishments.
8. Norris' most effective persuasive force lay in ethical appeal and logical argument.
9. Tremendous ethical appeal was generated by the character and public career of the Senator; laudable characteristics displayed in his address, which inspired confidence and accomplished persuasion, were: absolute honesty and frankness, modesty, accuracy, and acute conscience, absolute trustworthiness, devotion to a cause, courage, fairness, courtesy, unselfishness, willingness to admit error, and stubborn persistence.
10. Logically, Norris excelled in establishing proof by the piling up of enormous quantities of evidence, and by the exhibition of clear, logical inferences. Disagreement may be taken with basic postulates, but rarely with the reasoning processes.
11. The success of the Senator in the Senate is evidenced by the success of his legislation which in every case was accomplished in the face of great opposition.
12. Campaign success as a speaker was demonstrated in the campaign of 1950 and the Unicameral Legislative campaign.

The general conclusion is that Norris was an extremely effective speaker with ability to transmit ideas to and arouse support in audiences of widely divergent characteristics.

Abstracted by WINTON H. BEAVEN, *University of Michigan*

**Cain, Earl Richard, "An Analysis of the Debates on Neutrality Legislation in the United States Senate, 1935-1941," Ph.D. Thesis, Northwestern University, 1950.**

On six separate occasions between August of 1935 and November of 1941, Congress deliberated and acted upon some phase of neutrality legislation. The study is focused upon the neutrality debates as they occurred on the floor of the Senate of the United States between 1935 and 1941. The object is to provide a narrative of these debates within the context of contemporary events and to analyze the discussions by means of concepts taken from

the theory of argumentation. For the first time, as distinguished from other studies on the subject, this dissertation relates the debates on the several neutrality measures in such a fashion as to provide a profile of the leading debaters, issues, arguments, and appeals within their historical context. Such a study, it is believed, is not only informative as to the shaping of our foreign policy for this period, but to the student of argumentation it also affords insight into the practices and characteristics of legislative debate.

The method of the study emerged from the author's desire to analyze and display the pattern of argument on the legislation itself. A reading of the debates in the *Congressional Record* on each specific bill was undertaken in order to become acquainted not only with the content of the arguments but also to get in mind the debate as a whole—an overview which would reveal the time consumed by the debate, principal speakers, critical points in the debate, Senate attendance and reaction, voting, and final results.

After locating the principal speakers and speeches in the *Record*, a digest of each speech was prepared. In this digest, scrupulous attention was paid to the position of each speaker on the bill, and to an accurate reproduction of the arguments offered by each to support his position.

This step was followed by an extrapolation of arguments, evidence, and special appeals on each side of the question. Especially noted were arguments and appeals repeatedly used in displaying and supporting a position.

Once isolated, the arguments and appeals of all sides of the question were arrayed and compared. Following this procedure it was possible to conduct a meaningful analysis and report of the debate, delineating the proposition for debate, uncontested argument, the issues on which the arguments clashed, and the nature and characteristics of the modes of reasoning, evidence, and appeals in the various cases offered in the debate.

Newspapers and magazines were surveyed to obtain an index to prevailing evaluations of the debates and legislative actions.

From a comparative analysis of the data obtained on the six debates, an attempt was made to develop such conclusions as were warranted about the characteristics of the several debates.

From an overview of these debates, the student of argumentation may gain insight into strategies, jockeying for acceptance of points,

and a gradual shift in attitudes to meet the exigencies of events. Senators representing the various positions on neutrality eschewed empty rhetoric, and the majority of the speeches offered tenable propositions, drew heavily upon historical evidence, and presented well-reasoned cases for their respective positions. Isolationist speakers particularly made use of the emotional potentialities of persuasion.

Senators attracting the greatest attention were Bone, Johnson, Connally, Thomas, Nye, Pittman, Vandenberg, Borah, Bennett Clark, LaFollette, and Wheeler.

The premises upon which the case for neutrality legislation rested were a reflection of the arguments and appeals of isolationism. The neutrality debates in Congress crystallized those arguments and kept them steadily before the nation.

Abstracted by EARL R. CAIN, *Northwestern University*

**Cowperthwaite, Lowery LeRoy, "A Criticism of the Speaking of Franklin D. Roosevelt in the Presidential Campaign of 1932," Ph.D. Thesis, State University of Iowa, 1950.**

In evaluating the speaking effectiveness of Franklin D. Roosevelt in the 1932 presidential campaign, this study investigates (1) the background and occasion of the campaign with a view to determining voters' attitudes on major issues. It analyzes Roosevelt's twenty major campaign speeches to discover the speaker's (2) major premises and arguments, (3) their support and structural pattern. Consideration of the speaker includes an analysis of (4) methods of speech preparation, (5) speech training, and (6) delivery. Finally, in light of these factors, (7) the critic renders a judgment concerning overall effectiveness.

1. The 1932 campaign occurred in the depths of the world's worst depression, whose effects no economic group entirely escaped. As the national elections approached, it was apparent that the tragic economic events of the previous three years and Republican leadership in dealing with them shaped the issues for the electorate. The political complexion of the fifty million qualified voters who constituted Roosevelt's audiences had, by 1930, begun to shift from its traditional Republican slant. By early 1932, forecasts of a Democratic victory in November were commonplace.

2. Roosevelt's major premises were: (a) The welfare of society is predicated upon its units'

understanding their mutual interdependence.

(b) The duty of government is the welfare of the people. Roosevelt skillfully adapted his arguments to the audience and occasion. His promise of a "new deal" for agriculture, labor, and business through federal legislation placed him on the popular side of nearly every major campaign issue. His attacks on the Hoover administration, charging it with responsibility for the economic collapse and vacillation on efforts to effect recovery, reflected the attitudes of a majority of voters. His advocacy of such reforms as government economy through reorganization of bureaus and departments, more rigid federal regulation of public utilities, and repeal of the Eighteenth Amendment met with popular approval.

3. Roosevelt relied largely upon emotional and personal appeals as support for his major arguments. Logical support, least frequently used, was often weak and fallacious. The speaker greatly enhanced the emotional impact of his arguments with frequency use of metaphor, simile, analogy, parallel structure, rhetorical questions, idiom, and Biblical allusion. Structurally, the speeches followed no consistent pattern. Characteristically, the arrangement of ideas followed a "natural" order suggested by the subject matter, audience and occasion.

4. Immediate sources of Roosevelt's 1932 campaign speech materials were: (a) facts and ideas acquired through conferences with experts, (b) memoranda and speech drafts prepared by advisers, (c) "speech materials file," and (d) an extensive clipping bureau. Final decisions as to content and phraseology of all speeches were Roosevelt's.

5. Important factors in Roosevelt's speech training were: (a) parental influence in his early education, (b) extensive experiences in reading, writing, and speaking, (c) opportunities for observing prominent oral readers and speakers, (d) legal training, and (e) travel and broad social contacts.

6. Roosevelt's speaking personality inspired admiration, confidence and good will in a majority of his listeners. His audiences sensed buoyant confidence, sincerity, and broad human sympathies. Roosevelt's platform appearance impressed observers as athletic; he ably compensated for his handicap with vigorous head movements and versatility of facial expression. Roosevelt's tenor voice, superior vocal quality, versatility of inflection, and clear articulation were among his greatest assets in the campaign. Acclaimed by expert and layman as a superior radio speaker, Roosevelt effectively projected

his personality over the air. While highly adept at reading aloud, he repeatedly demonstrated superior ability to extemporize. In frequent departures from the written manuscript and numerous extemporaneous rear-platform speeches, Roosevelt consistently and effectively adapted his materials to the audience and occasion. His was a conversational mode of speaking.

7. In the light of the speaker's ability to judge accurately the attitudes and predispositions of his audience, to select those arguments best suited to the speaking situation, to support those arguments in a manner consistent with his purpose, and to present his ideas forcefully and clearly, this critic concludes that the speaking of Franklin D. Roosevelt in the 1932 presidential campaign measurably influenced the results of the election.

Abstracted by L. LEROY COWPERTHWAIT, *Richmond Area University Center*

**Giddings, G. Elaine, "A Critical Study of the Speaking Career of Jan C. Smuts with Special Reference to His Addresses on International Peace," Ph.D. Thesis, University of Michigan, 1950.**

In general, this is a study of the career of General Jan Christian Smuts as a speaker; specifically, it is a study of his public addresses on world peace in Europe and America since 1929. It investigates his theory of the basis upon which peace might be attained, and his conception of the framework and machinery by which international cooperation might be implemented, tracing the modification of theory and plan brought about by World War II.

The study is approached along three fairly well-defined avenues:

1. Biographically, it is an investigation of the career of General Smuts in the role of public speaker;
2. Historically, it is a chronological account of selected addresses delivered on three continents over a period of fifty years, with an attempt at identifying the general setting and certain of the major political and sociological forces; and
3. Rhetorically, it is an analysis of the principles and procedures he advocated in appeals for international cooperation before different audiences at different periods, his disposition of speech materials, his style, and the manner of his delivery.

Co-operation and unity among peoples was the theme of Jan Smuts' public addresses to South Africa and to the world from his first

political address at Kimberley in 1895 to his address as Chancellor of Cambridge University in 1948. His plan for international peace, first introduced in 1917, included a conference system, an international court, the outlawing of war, disarmament, and the principle of economic boycott, to which he added, during the thirties, the formation of regional groups within the League of Nations framework. His plans for world peace during and after World War II stressed economic and social betterment, the creation of a third world power balancing Russia and America, military preparedness, an international criminal law with machinery for punishment, assumption of leadership by the Great Powers in the world organization, and a firm defense of Europe against Communism, the ideological substitute for war.

Philosophically, General Smuts' ideal for peace was based upon his belief in the principles of Holism as operative through mankind, and in the theory that Good is making ascertainable progress in overcoming Evil. By 1948, however, he was speaking of victory in the ideological warfare as imperative, the alternative being "enslavement of the spirit even worse than the old physical slavery of the past"; and admitting that the forces of Evil and self-destruction are not perceptibly yielding to the forces of Good and "whole-making."

General Smuts' acclaim as a great speaker rests apparently on his character, his known achievements, the greatness of his ideals, his keen intellectuality, an elevated yet concise and direct style, and a quality of deep earnestness and personal conviction.

Abstracted by G. ELAINE GIDDINGS, *Southern Missionary College*

**Griffin, Leland Milburn, "The Antimasonic Persuasion: A Study of Public Address in the American Antimasonic Movement, 1826-1838," Ph.D. Thesis, Cornell University, 1950.**

Between 1826 and 1838 the attack on Freemasonry was the generator of persuasive appeals from the public lecturer, the political campaigner, the legislator, the minister, the journalist, and the artist. The attack on the secret society was often treated with dignified silence but was occasionally answered in speeches and more often in the press. In order to study the rhetoric of the movement, all of these manifestations of persuasive effort have been examined in Mr. Griffin's dissertation; they are analyzed and interpreted largely in terms of their contemporary rhetorical theory.

The events of twelve years which can be called the Antimasonic movement are described in the study to clarify the feeling and excitement which they manifested and, in turn, produced. These events were located mainly in the Northeastern United States and particularly in upstate New York, where the thesis was written.

The persuasive purposes and accomplishments of the propagandists, mainly the speakers, dominate the events and furnish the data for the following generalizations:

1. That the two broad classes of rhetorical movements may be distinguished as *pro* movements and *anti* movements.
2. That within each of these broad classes two kinds of rhetoricians may be distinguished; these are the aggressors and the defendants.
3. That within each movement, three phases of development may be noted; these are: (a) A period of inception when events or circumstances immediately create a host of aggressor rhetoricians; (b) A period of rhetorical crisis when aggressor rhetoricians release a flood of argument and appeal and when defendant rhetoricians may be forced to revise their strategy of defense; (c) A period of consummation when the aggressor rhetoricians abandon their efforts as satisfactorily completed, useless, or less appealing than a new interest.
4. That during the course of any movement rhetoricians are likely to be faced with the rhetorical problem of ascertaining the credibility of "seceders."
5. That the central problem of the rhetoricians of any movement is to stir the public to the desired action before the point of saturation by the flood of diverse appeals is reached and the inevitable adverse reaction develops.

On this latter point, it is judged that the most serious fault of the Antimasonic rhetoric lay in its excesses, and yet the desired action is seen to have been secured before serious adverse reaction developed. The Antimasonic party did not retain political force, or even hold together, but Freemasonry was reduced and, in some places, nearly destroyed.

Abstracted by S. J. SAVEREID, *Cornell University*

**Jones, Elbert Winston, "A Study of 'Interest Factors' and 'Motive Appeals' in Rhetorical Theory with Special Reference to Invention, Style, and Arrangement," Ph.D. Thesis, Northwestern University, 1950.**

"Interest factors" and "motive appeals" are basic considerations in speech composition. This much is established by modern psychology. But

to what extent have these matters been taken into account by the most distinguished writers of rhetorical theory, and what specific techniques and procedures have been recommended with respect to speech composition? The answering of these questions was the object of this study.

The inquiry included Aristotle, Cicero, Quintilian, and St. Augustine; the writings of three Englishmen, Francis Bacon in the seventeenth century, and George Campbell and Richard Whately in the eighteenth and nineteenth centuries; and an examination of five textbooks by eminent American rhetoricians of the past forty years (Arthur Edward Phillips, James A. Winans, James M. O'Neill, Andrew T. Weaver, Lew Sarett, William T. Foster, and Alan H. Monroe).

Aristotle provides quite a complete analysis of human motives for rhetorical purposes. Neither Cicero nor Quintilian undertakes so careful and complete an analysis. Their recommendations with respect to *ethos* and *pathos*, however, involve a constant recognition of the importance of driving at interests and motives appropriate to the speaker's purpose.

All of the ancient rhetoricians in this study stress the importance of vividness in presenting speech materials (an "interest factor" of greatest importance and the principal means of intensifying "motive appeals"), and give considerable attention to ways of creating it.

The chief contribution of Bacon, Campbell, and Whately is to be found in the practical consequences which flowed from their reformulation of the classical tradition in terms of "faculty" psychology, which served as a device for aiding in the selection of speech materials for the accomplishment of different speech objectives. In Phillips, the basic requirements of speech materials were focalized in terms of more sharply defined "interest factors" and "motive appeals."

The constant stress of Winans is upon controlling the listener's attention as the means of controlling his thought and action, with "interest factors" and "motive appeals" as instrumentalities of attention. "O'Neill and Weaver, Sarett and Foster, and Monroe tend to subscribe to this emphasis. All agree, however, that attention must be carefully related to the subject-matter in such a way as to achieve the speaker's objective.

Aristotle, Cicero, Quintilian, and St. Augustine quite definitely make style subservient to the subject-matter of a speech, but they emphasize the vital importance of style as the means of bringing subject-matter to bear upon

the listener. Variety, novelty, and the striking, are treated as "interest factors," but always within the framework of the appropriate. And "ornamentation" (tropes, figures of speech, figures of thought, rhythm and balance), appropriately employed, is regarded as an important factor in holding interest by creating vividness and liveliness. Its primary function, however, is the means which it provides for increasing the impact of "motive appeals."

Bacon, Campbell, and Whately assign to the imagination an exceedingly important function in rhetoric, with style as the chief means of involving the imagination. This emphasis carries further the ancient stress upon the contribution of poetic to rhetoric. In the modern rhetoricians the same emphasis is found in the importance given to vividness.

Aristotle recognizes that "interest factors" and "motive appeals," while particularly important in the introduction and the conclusion of a speech, are also important throughout the entire speech. But he is inclined to think of these elements as being injected, like stimulants, at various intervals when the need is apparent and the opportunity favorable. Cicero and Quintilian, however, have a less static concept, regarding "interest factors" and "motive appeals" as more integral parts of the development of the speech itself.

St. Augustine, Bacon, and Campbell have nothing directly to say upon the subject of arrangement, and Whately adds nothing distinctive. This holds true also, in the main, for all but one of the modern rhetoricians, although more practical helps are provided for taking "interest factors" and "motive appeals" into account. The major modern contribution to arrangement (among the rhetoricians studied) so far as "interest factors" and "motive appeals" are concerned, is the "motivated sequence" formulated by Monroe.

Abstracted by E. W. JONES, *Boston University*

**Keesey, Ray Edward, "The Rhetorical Theory of John Lawson," Ph.D. Thesis, Ohio State University, 1950.**

The first edition of Lawson's *Lectures Concerning Oratory* was published in Dublin in 1758, almost two hundred years ago. During this period brief mention of the *Lectures* occasionally has appeared in the writings of scholars of rhetorical theory, but no comprehensive study of the *Lectures* has been undertaken previous to the present investigation. The purpose of this dissertation is to examine

the rhetorical theory presented in the *Lectures* and to assign this work its proper place in the stream of rhetorical tradition.

The method followed consists of four steps. First, the discovery of Lawson's theories of invention, disposition, style, and delivery. Second, an effort to identify the sources from which he drew for the formulation of his theories, and a critical examination of the use made by him of these sources. Third, an analysis of Lawson's contribution, if any, to the history of rhetorical theory, and estimate of the worth of his theories in fulfilling the purpose for which the *Lectures* were evidently intended, that of preparing undergraduate students for effective speaking. And fourth, a summation bringing together the essentials of the *Lectures* and presenting a general evaluation of this eighteenth century work on rhetoric.

The theory of invention outlined by Lawson is the Aristotelian concept of invention as the discovery of all available means of persuasion. Included under this heading is a consideration of sources of argument, logical, emotional and ethical proof, and the significance of disposition, style, and delivery, in the inventive process.

The same broad concept of arrangement found in Quintilian's *Institutio Oratoria* is apparent in Lawson's *Lectures*. Going far beyond the simple ordering of arguments, Lawson, like Quintilian before him, thought of disposition as the selection, arrangement, and adaptation of arguments for a particular speaking situation, involving also the principles relating to the introduction and the conclusion of a speech.

In *Lectures Twelve through Eighteen* Lawson discusses his theory of style, beginning with the Aristotelian point of view that a good style is first of all clear. Judged by the space assigned to each subject in the *Lectures* the major emphasis is on style. Yet Lawson has made very little, if any, contribution to a general theory of style. What he says on this head has been said before by classical rhetoricians. Except for scattered references to that kind of style most appropriate to pulpit speaking, the discussion consists of restatements of selected parts of the doctrines of Aristotle, Cicero, and Quintilian.

In his treatment of "Pronunciation" or speech delivery Lawson attempts to adapt to pulpit oratory the theory outlined by Cicero and Quintilian. In addition, he objects to the use of "mechanical systems" as an aid to the improvement of speech delivery, and advises his students that the best delivery closely approximates that

found in ordinary conversational situations.

The *Lectures* never exercised much influence either as a widely used textbook in classes or as a source book for later writers on the subject. The admittedly eclectic method, of the author of the *Lectures* results in the presentation of classical rhetorical doctrine seasoned with the good common sense of the practicing preacher, who never forgot that in delivering a speech, or a sermon, the audience deserves first consideration.

Abstracted by RAY E. KEESEY, *Dartmouth College*.

**McBath, James Harvey, "Speechmaking at the Chautauqua Assembly, 1874-1900,"**  
Ph.D. Thesis, Northwestern University, 1950.

This study was undertaken to report upon the speaking activities of the Assembly at Chautauqua, New York, from 1874 to 1900, and to place in historical perspective the major addresses given there before the turn of the twentieth century. Answers were sought to such questions as the following: Who talked from the Chautauqua platform between 1874 and 1900? What contemporary issues were discussed? What ideas were projected through the speeches? To what extent, if any, did the speakers, both in the subjects they chose and their development of the subjects, reflect thought and attitudes of the times? What segments or sections of the American population comprised Chautauqua audiences? What influence did Chautauqua's history, organization, and platform policies have on the speaking activities at the Assembly? And, ultimately, what place may we assign to the speechmaking at Chautauqua in a history of American public address?

The most important repository of information about Chautauqua is the Smith Memorial Library, located at Chautauqua, New York. Here, for instance, are found complete bound volumes of the *Chautauqua Assembly Daily Herald*, later the *Chautauqua Assembly Herald*, the official newspaper published by the Chautauqua Assembly. These newspapers provided reliable, verbatim reports of virtually all addresses delivered from the Chautauqua platform up to the year 1900.

The Chautauqua Assembly was begun as a summer institute for the advanced training of Sunday school teachers. Shortly it was transformed into a popular assembly embracing a wide range of secular educational interests. The Assembly's formal work was carried out through three contemporary American educational in-

novations: summer classes, home reading and correspondence study, and university extension.

An integral feature of the summer assemblies were the platforms on which appeared prominent speakers of the day. To these lectures came middle class Americans from all states. By 1885 Chautauqua was playing host each summer to as many as one hundred thousand visitors who comprised the listening audience. The speeches also received national attention through the Assembly's daily newspaper and press dispatches sent to many of the nation's leading newspapers.

Although matters of delivery and composition were not ignored by listeners at Chautauqua, they seemed to attach greater importance to the ideas and arguments of the speakers, if one is to judge from the testimony of observers. Most of the major issues agitating contemporary America were discussed at length by able spokesmen representing differing points of view. Chautauqua's conception of its responsibility to maintain a free platform accounted for its presentation of controversial questions and representation of opposing ideas and positions. Major contemporary issues discussed were the evolutionary hypothesis, higher criticism, socialization of Christianity, temperance and prohibition, women's rights, problems of the Negro, reconciliation of North and South, civil service reform, imperialism, big business and the gospel of wealth, the protest of labor, the single tax, and agrarian discontent. While interest in social interest in social, economic, and political issues of the day was great, equally impressive was the quantity of sermons and lectures on religious, cultural, and educational subjects.

Chautauqua invited to its platform many of the foremost lecturers of the day to deliver single speeches, series of lectures, or to participate in formal debates. Approximately 850 speakers delivered more than 2000 lectures, addresses, and sermons during the period. Most of the speakers were drawn from university faculties and the ministry. Of the handful of foreign speakers, the majority came from the British Isles. "Eloquent" speakers received a special welcome, but speakers generally were assured appreciative receptions. That good speaking was prized, however, is evident from the fact that the Assembly, early in its history, evinced keen interest in speech education. Beginning in 1881, Chautauqua offered summer courses in public speaking. Instructors for the period included J. W. Churchill, Nathan Shepard, S. S. Curry, Robert Cumnock, Emily Bishop, and S. H. Clark.

Chautauqua audiences heard many of the

platform titans of the age. John B. Gough, Russell Conwell, T. DeWitt Talmage, Washington Gladden, Lyman Abbott, Josiah Strong, Phillips Brooks, Henry Drummond, Susan B. Anthony, Joseph Cook, Theodore Roosevelt, and Edward Everett Hale—these were but a few of the prominent speakers, lecturers and preachers, who appeared on the Assembly platform. So impressed was the staid *New York Tribune* that, in 1893, it was moved to call Chautauqua's "the most magnificent platform in America."

Abstracted by JAMES H. McBATH, *University of New Mexico*.

**Richards, Gale Lee, "A Criticism of the Public Speaking of John Marshall prior to 1801," Ph.D. Thesis, State University of Iowa, 1950.**

This study was an analysis and appraisal of the public speaking of John Marshall in the period prior to his Supreme Court appointment in 1801.

Marshall's basic belief when he entered public life in 1782 was that the Confederation should have a strong central government. His military experiences strengthened this belief, for, as an officer in the Revolutionary Army, he saw the evil effects of split authority on the conduct of the war. He linked other basic premises to this conviction. His belief in a strong national defense and his view that the central government should have some direct source of monetary support, other than requisitions from Congress upon individual states, were epitomized in the new Federal Constitution.

Marshall was a leader in the 1788 Federal Ratifying Convention in Virginia, favoring ratification. Opposition to the Constitution in Virginia centered upon (1) the system of representation, (2) direct taxation, (3) navigation of the Mississippi, and (4) the federal judiciary. Marshall's convictions moved him to deliver three speeches to the Convention, in which he linked closely together the system of representation, direct taxation and federal control of the militia, or the famous "purse and sword" issue, arguing that, (1) the central government should rest upon the direct will of the people, (2) taxation by two governments was not only feasible but necessary, and (3) the federal government could not exist without federal courts. His primary support for these arguments was by deductive patterns, combined in chains of reasoning. His argument was distinguished by its frequent resort to analogy and causal reasoning. He made motive and personal appeals

only infrequently. His refutation, which was extensive, was effected chiefly by the redefining of issues, and by the special techniques of pointing out false analogies and false casual relation. The argument was adjusted carefully to the requirements of the situation, and achieved its effect, for it focused the course of subsequent discussion upon the issues as he had defined them. It was difficult to determine his influence on the final vote.

In Congress [in 1800], Marshall defended vigorously the maintenance of the Army at its present strength, and President Adams' decision in the Jonathan Robbins case, involving the delivery to Britain for murder trial of a sailor who claimed to be an American. His method of argument in these speeches differed only slightly from that of his convention addresses. He seemed more inclined to emotional appeals, but was still primarily the deductive logician. The speech was heavy with reference to authority. Extensive use was made of hypothetical comparisons to illustrate the effect of various legal principles on the case. The addresses had a strong impact on the House. The Army speech set the mold for subsequent debate, which was resolved in the manner he suggested. The Robbins address was one of those rare cases in which a speech immediately terminated a long parliamentary debate. It has been widely accepted as one of the most effective rebuttal speeches ever delivered in Congress.

Marshall's legal pleas revealed a method of argument differing only slightly from his deliberative speech techniques. He was observed to use authority with considerable frequency, despite comment to the contrary by some authorities. His extensive use of hypothetical propositions in his logical proofs was another distinct attribute of his forensic oratory.

Marshall was a speaker of unprepossessing appearance, tall, bony, and awkward in movement and gesture, and careless in dress to the point of slovenliness. His voice was dry and hard. This physical behavior was tempered by the effect upon his listeners of his warm and genial personality, which radiated a lively interest in the people around him and was colored with a quaint humor.

Because his work on the Supreme Court was so significant to the future of the nation, Marshall's early career has received relatively little attention. He was a highly articulate political leader in Virginia from his first years in the legislature, and his law practice brought him frequently to the bar. This study has made

it clear that Marshall's oratory had, in his early years, been a prime factor in his entrance into national politics, and that he was foreordained to assume an important role. This early period of service was a training ground for tasks to come, and his oratory was an important and revealing phase of John Marshall's career prior to 1801.

Abstracted by GALE L. RICHARDS, *University of Nevada*

**Richardson, Ralph E., "The Speaking and Speeches of Jefferson Davis," Ph.D. Thesis, Northwestern University, 1950.**

This study seeks to provide a basis for a clearer understanding of Jefferson Davis' public addresses by submitting them to the processes of rhetorical criticism. Accordingly, his speaking and speeches have been described, analyzed, and evaluated in the context of relevant events, issues, personalities, and audiences.

Although he was a man of humble origin, the mature Davis had the social and political orientation of the aristocratic and slave-holding South. His education and career had been financially underwritten and intellectually guided by his successful and newly-rich lawyer brother, twenty-four years his senior. Thus the ideas and ideals which shaped the thinking of the man who symbolized the Lost Cause were those of the planter class to which the brother, Joseph, had raised the Davis family.

Of influence upon the speaker was the speech situation characteristic of the South. Because of the absence of large population centers, published literature was not easily disseminated. In the absence of printed media, communication was primarily accomplished by the spoken word and Southerners became accustomed to the audience habit. In Washington and the North, Davis had the audiences of a Senator and Democratic Party luminary. As Confederate President, he spoke before troops, incidental civilian audiences, and official audiences met on formal occasions. Following the Civil War, he had those audiences which collected for frequent ceremonial purposes between 1867 and his death in 1889.

Although Davis demonstrated skill in developing patterns of arrangement well adapted to specific audiences, he rarely rose above mediocrity in the logical ordering of ideas, or in achieving clarity and simplicity. His logical argument was always almost deductive and was dependent upon the premise that the Constitution, traditionally and narrowly interpreted, was the source of all political truth. Rarely attempting

to defend slavery as such, Davis sought to give ethical weight to his position by asserting that his views were identical with the good of the nation. Allied with this was his repeated use of lavish emotional appeals deriving from a veneration of the Constitution, its framers, and their ideals. Before Southerners, he drew upon emotions and motivations related to honor, pride, self-preservation, racial ill feeling, and, during the war, hatred and fear.

On a few occasions of high formal significance, Davis spoke from a full manuscript, but in most speech situations he relied upon fragmentary notes on small sheets of paper, or used no notes at all. In these situations he was fluent and literate, skillful in the variation of rate, force, and melody of voice, and effective in use of action. Generally, he avoided extremes and depended upon restraint to suggest depth of feeling.

Jefferson Davis' continuing reputation as a speaker will probably suffer because he was out of harmony with the forward sweep of American political and social ideals. He was an able spokesman for the minority he represented, but his standing is dimmed because his social theory was essentially feudalistic and because his approach to moral propositions was narrowly legalistic.

Abstracted by MITCHELL MARCUS, *University of California at Los Angeles*

**Rudin, John J. II, "The Concept of Ethos in Late American Preaching," Ph.D. Thesis, Northwestern University, 1950.**

A study of American Protestant books on preaching since 1870, to determine the role assigned to *ethos*, and whether or not the Aristotelian conception is significantly modified by the distinctive premises and purposes of preaching.

There is common agreement among the writers that the preacher is the proclaimer of a prophetic message from God which distinguishes him from the secular speaker. He must bear this message, he must also bear his witness of personal religious experience, and preaching is a part of public worship. Because of these three distinctive functions, the preacher possesses a unique *authority*: official, deriving from his office, the Bible and the church; personal authority, deriving from his own religious experience; and the authority of effective character and personality. The latter of these three is most analogous to the Aristotelian *ethos* of competence, virtue and goodwill.

Whereas the Aristotelian competence is sec-

ular, the preacher's competence has to do with the grace of God, knowledge of the Bible, and of life, effective study habits, a sense of humor, and good sense. "Non-moral" factors include health, vitality, appearance, good manners, and speech-skills of voice and action.

The Aristotelian quality of virtue is likewise viewed in a religious context, and the minister must possess piety, faith, Christ-likeness, vital religious experience, sincerity, humility, enthusiasm, and courage.

Analogous to the Aristotelian goodwill, the preacher must possess winsomeness, joy, cheer, hope, respect for persons, interest in persons, friendship, patience, sympathy, and love. The typical writer emphasizes the possession of these qualities by the minister, and does not equally emphasize their effect upon the audience. "The life must be the ally of the lips."

Whereas for Aristotle the sources of *ethos* are *topoi* and *dianoia*, the Christian preacher must possess the desirable qualities of character and personality. Although there are disciplines which aid in the achieving of these qualities, ultimately they are not personal achievements, but Christian graces, bestowed by God on the Christian believer. The preacher must incarnate the spirit of Christ, and "preaching is both an art and an incarnation."

Because of the emphases upon incarnation and upon the Word, adaptation to the audience is a minor canon in preaching. The preacher's primary responsibility is to God, rather than to the audience, and adaptation is permissible only as it renders the Word clearer and more helpful in satisfying the religious needs of the listeners.

Because of the Word-centered nature of preaching, the canons of rhetoric are not usually explicitly related to the evincing of *ethos*. *Invention* may aid in the establishment of a "congenial audience-speaker relationship," and the minister may persuade by a sympathetic understanding of the listener. *Arrangement* is not commonly viewed as a function of *ethos*. *Style* must be a possession, as well as a technical skill; and it must be clear, simple, manly, and natural.

Whereas Aristotle was little interested in *delivery*, the typical writer on preaching views it as an important aspect of personal proof. Health, vitality, appearance, and speech-skills enhance the effectiveness of the Word, win the confidence of the listener, and suggest the goodwill of the speaker.

The writers on preaching view character as a possession, they emphasize authority, and the ultimate source of the preacher's *ethos* is the

grace of God. "Preaching is both an art and an incarnation."

Abstracted by JOHN RUBIN II, *Duke University*

**Sandefur, Ray Harold, "An Analysis and Evaluation of Selected Public Speeches of John James Ingalls," Ph.D. Thesis, State University of Iowa, 1950.**

John James Ingalls (1833-1900), United States Senator from Kansas (1876-1891), was widely known throughout the nation for his "wild Western oratory" and as a man who could pack the Senate galleries when he announced that he would speak. Erudite, cynical, quick to whip-lash his political foes in Senatorial debate, Ingalls was a speaker to be feared and respected. It was typical that he should display his bias through frequent waving of the "bloody shirt," keeping alive the embers of sectional hatred which long ago should have died. In spite of his prejudice on party and sectional issues, Ingalls could, on occasion, be fair and unbiased. His contemporaries testified, for example, that while the Kansan was president pro tem of the Senate (1888-1891) he was scrupulously impartial as he guided debate.

Ingalls was a striking figure, almost theatrical, tall and thin, dressed immaculately. In spite of his theatrical appearance, Ingalls spoke conversationally and used gestures sparingly. He had a strong resonant voice.

Young Ingalls was reared in modest circumstances in Massachusetts. He attended Williams College (1851-1855), where he learned the theory of public address and received practice in speech making. He studied Aristotle, Cicero, Quintilian, and Whately. His later speaking in the United States Senate reflected his study through his stress on content rather than form, his tendency toward a copious style, his insistence that a man must speak from a background of knowledge, and his occasional use of syllogistic reasoning.

Following graduation he read for the law, and in 1856 he moved to Kansas to take up his practice. In 1876 he was elected to the United States Senate from Kansas.

In the national forum Ingalls generally spoke on issues arising from sectional differences, on financial issues, and, in his memorial addresses, on religious issues.

When dealing with sectional issues Ingalls regarded himself as a champion of Kansas Republicanism. He spoke as a Republican partisan in Congresses of nice balance during his years in Washington. As a representative of a state

containing a substantial number of members of the Grand Army of the Republic, Ingalls understandably spoke with vehemence, although with less logic than emotion, in support of legislative measures granting pensions to Union veterans. He was, fortunately, more logical in his forthright support of Negro Civil Rights in the South.

On financial issues Ingalls revealed his awareness of his Kansas constituents, for he spoke on behalf of free silver, an idea highly popular with Kansans. His fault here, however, lay in his not speaking often enough or soon enough on silver, for the Kansas Populists, high in revolt in 1891, turned to the ballot box to defeat their national representative, who, in their opinion, had done "too little too late."

On religious questions, expressed chiefly in his eulogies in memory of his departed Senatorial colleagues, the Kansan re-iterated the theme of the reality of immortality.

The Kansas speaker was most statesmanlike in his addresses in which he used a problem-solution arrangement. He was most interesting, perhaps, when he employed a psychological organization and turned his venomous tongue against a political adversary. He could, on occasion, be logical in the disposition of his material, sometimes displaying the qualities of a good debator by presenting the issues clearly, making a statement, then proving it.

His language was often flamboyant and artificial. He spoke in the tradition of Burke and Webster and Ingersoll, orators whom he admired.

As to the immediate and ultimate effect of his speeches, Ingalls nearly always achieved his pre-conceived goals, as shown by the record or legislative votes, by the testimony of his colleagues, and by the reaction of the newspapers of the day.

Contemporary evaluations of Senator Ingalls, as revealed through newspapers of his time, through the author's personal interviews with those who knew the Kansan, and through the Senator's personal papers, indicate that he was effective both as an orator in the traditional "grand manner" and, sometimes, as a logical debater.

Abstracted by RAY H. SANDEFUR, *University of Akron*.

**Smith, Raymond G., "An Experimental Study of the Effects of Speech Organization upon Attitudes of College Students," Ph.D. Thesis, University of Wisconsin, 1950.**

This study was designed to determine the effects upon the persuasive powers of a speech, and upon certain listener attitudes related to the speech, of modifying the sequence in which the main parts of a public speech normally appear. The criterion against which the experimental variations were measured in each of the two experiments making up the study was the effect of the normal order speech upon the dependent variables in question.

Two twelve-minute persuasive speeches on controversial social issues—one, the use of alcoholic beverages, the other, socialized medicine—were recorded on broadcast quality acetate discs in such a manner that the order of the main divisions could be varied at will. The first experiment involved nine student audiences of thirty-five members each; the second, seven of thirty-six members each. All audiences were equated on the basis of initial social attitude scores toward the controversial problem discussed in the respective speech.

The measuring instruments consisted of a series of Woodward shift-of-opinion ballot-type questions. Audience members were asked to indicate pre-speech and post-speech opinions concerning the following factors:

- a. importance of the topic
- b. knowledge of the topic
- c. social attitude (tendency to react in a given way to the specific social problem)
- d. interest in the topic
- e. willingness to participate in a discussion of the topic
- f. action toward the practice (statement of the overt actions of the subject, e.g., does he drink alcoholic beverages)
- g. taste for the practice (the subject's liking for the practice, e.g., the taste of alcohol)
- h. liking for the speech
- i. liking for the speaker
- j. organization of the speech
- k. effectiveness of the speech

Standard statistical analyses of the results yielded, among others, the following conclusions:

1. The transposition of a single main part of a speech to a position in the sequence other than its normal one does not affect the persuasive outcome of the speech.
2. With complete randomization of the main part order no significant difference was noted for one experiment; for the other, however, randomization yielded a negative audience reaction, indicating that with certain speeches, overall organization, *per se*, is an important factor in persuasion.
3. The results of both experiments indicate

that statistically significant changes in audience opinion as a result of listening to a short persuasive speech do not occur in:

- a. importance with which a topic is regarded
- b. belief that knowledge about a topic has increased.

Significant changes do occur in:

- a. social attitude
- b. interest in a topic.
4. Modifications of the patt sequence do not affect gains in the factor of interest.
5. Both experiments showed a highly significant positive correlation in the normal order speech between gain in social attitude and believing the speech to be organized.

6. Neither experiment yielded a statistically significant correlation between speech organization and the factor of liking the speech.

7. Results of both experiments showed that listeners can tell if a speech is well organized.

8. Listeners believe the well organized speech to be the more effective.

9. Results of both experiments showed a highly significant positive correlation between gain in social attitude and believing the speech to be effective.

Abstracted by **RAYMOND G. SMITH**, *University of Wisconsin*

**Walker, Lola Carolyn, "The Speeches and Speaking of Carrie Chapman Catt," Ph.D. Thesis, Northwestern University, 1950.**

This was a study of the speaking career and the speeches of Carrie Chapman Catt, considering the speaker, the movements for which she spoke, the audience, the occasion, her preparation and delivery, and the rhetorical nature of her speeches. Seven representative addresses, five on woman's suffrage, and two on peace, were analyzed. Descriptions of specific audiences and occasions for these particular speeches were presented together with synopses, analyses of organization, invention, style, and reports of the response from the audience.

The materials were largely primary. One hundred-forty of Mrs. Catt's extant speeches, letters on suffrage and peace, magazine articles, and scrapbooks in the manuscript collections of Smith College, New York City Public Library, and a private collection in Melrose, Massachusetts; Mrs. Catt's diary of her world trip in 1911-1912, and newspapers in the Library of Congress were of great value.

Mrs. Catt's platform career began in 1887; it ended in 1947 with her death. She lectured first in behalf of woman's suffrage, later in behalf of peace. She engaged in state referenda

campaigns, spoke at Congressional hearings from 1892 to 1918, and addressed Constitutional Conventions or legislatures in fourteen states. While president of the National American Woman Suffrage Association for nine years and president of the International Woman Suffrage Alliance from 1904 to 1923, she delivered the principal convention addresses.

In 1923, 1924, 1925, she toured the United States lecturing on behalf of the League of Nations, the World Court, and the Kellogg Pact. She continued to address audiences urging the abolition of war. Her program for world peace contained five steps: a World Parliament; a Constitution defining membership, procedure, and duties of Parliament; a brief code of laws dealing with war and its abolition; courts to interpret these laws; an international police to enforce these laws.

One of the striking facts of her career was her heavy reliance upon the platform as a way of molding public opinion and promoting the causes she championed. According to her own estimate, she delivered approximately seven thousand speeches and lectures, traveling over 100,000 miles, speaking on every continent except Australia.

She not only addressed an impressive number of audiences, but she also adapted herself to diversity in audiences and occasions. These audiences varied from a few, weary South Dakota farmers to large numbers of women from all over the world met in a congress of the International Woman Suffrage Alliance. Her platform might be a buggy around which people gathered in response to the ringing of a bell in front of a small town postoffice; it was also the stage of a glittering ballroom in the Grand Hotel in Stockholm, Sweden. The occasions were campaign rallies, funerals, peace conferences, dinners, commencements, dedications, club meetings, picnics, and conventions.

Three factors especially offered explanatory clues to Mrs. Catt's platform effectiveness.

Her sincerity rooted in deep, inner conviction explained the confidence in which suffragists held her leadership, and the great influence she was able to exert.

While her speeches displayed warmth and feeling on ideas she held important, they were considered statements of a position grounded in data drawn from authoritative sources and argued with directness and force. She prepared her speeches carefully as evidenced in study habits, and in internal evidence in the speeches. That she came to be regarded as a masterful advocate of her causes was suggested by the

growing reluctance of opponents to meet her in debate.

Mrs. Catt's tall, handsome figure, attractive appearance, and charming manner denied the stereotyped version of a crusading feminist. It can never be known to what extent woman's suffrage became palatable to Americans through the acceptance of a woman who retained her womanliness while insisting by precept and example upon emancipation.

Her speeches marked by clear organization, logical argument, forceful language, interesting illustration, breadth of ideas, and warmth of appeal, were delivered slowly in a low-pitched, rich voice.

A combination of character, talent in organization, and exceptional ability in public speaking gave Carrie Chapman Catt the right to the title often bestowed upon her, "the statesman of the Woman Suffrage Movement."

Abstracted by LOYLA WALKER, *Baylor University*

**Anderson, Jack Charles, "The Relative Effectiveness of Personal and Recorded Presentations of Persuasive Speeches," M.A. Thesis, University of Oklahoma, 1950.**

This study explored some relationships between recorded and personal presentations of persuasive speeches.

Two persuasive speeches and a test over each were written. A woman memorized the speeches and presented them personally and on recording. Eight beginning speech sections then heard one speech recorded and the other personally presented. All subjects estimated the persuasiveness of each speech, answered a multiple answer test, and completed a Woodward Ballot to indicate attitude changes due to the speeches.

The following results were obtained: 1. Audiences recalled equal amounts from the recorded and personally presented speeches. 2. Audiences rated one personally presented speech higher than the recorded presentation, one equal to, but neither personally presented speech was rated less persuasive than the recorded speech. 3. Recorded and personally presented speeches were equally rated in shift of opinion.

These results, though only applicable for conditions of this study, indicate that future experiments in public address could safely use recorded speeches to check recall and shift of opinion but not ratings of persuasion given of persuasive speeches.

Abstracted by JACK C. ANDERSON, *University of Oklahoma*

**Bos, William Herman, "Henry Van Dyke's Ideas on Rhetorical Invention: The Yale Lectures and Selected Sermons," M.A. Thesis, Washington University, 1950.**

Early chapters of this study include a brief biographical sketch of Henry van Dyke, an analysis of his personal qualities and philosophy, and a summary of his Lyman Beecher Lectures on Preaching, delivered at Yale in the spring of 1896. Three sermons, representative of his early, middle, and late years, are studied in detail.

Van Dyke used all three modes of proof, but his emphasis varied with the years. For example, in the early sermon studied, he put stress upon the ethical mode; in the middle years he placed greater emphasis upon the pathetic; in his mature years he typically used all three modes equally. Dr. van Dyke chose subjects which involved great and eternal principles. Ordinarily, each sermon had an approach or emphasis peculiar to van Dyke. For supporting arguments he relied upon the Bible and his knowledge of the psychology and philosophy of those to whom he ministered.

Evidence can be found in this study to support the opinion that the important place which Henry van Dyke filled in the history of the Presbyterian Church, U.S.A., was largely due to the excellence of his preaching.

Abstracted by WILLIAM H. BOS, *Washington University*

**Boyle, Mary Jane, "A Rhetorical Analysis and Comparison of two Speeches on Labor in the 1948 Presidential Campaign by Harry S. Truman and Thomas E. Dewey," M.A. Thesis, University of Pittsburgh, Pittsburgh, Pa., 1950.**

The problem investigated was to place these two major campaign addresses in the political stream of events and to compare them for the rhetorical principles employed.

A comparison of the social settings of the speeches included the antecedent trends, the audiences, the occasions, and the place of each speech in the historical continuum. The speakers were compared for their previous ideas and actions on labor and their purpose in delivering the speech. The speeches were analyzed and compared for the use of rhetorical principles of invention, arrangement and style. The addresses were then compared for both the immediate and delayed effectiveness. In addition to a general summary at the end, a comparison was included at the end of each chapter.

The significant findings revealed by this comparison and analysis were: (1) both speeches were representative of the speaker's party's position on labor and especially on the Taft-Hartley Act; (2) each speaker's training and knowledge contributed to the use of logical ethical and emotional proofs; (3) Dewey's speech, because it was his first major defense of the Taft-Hartley Act, aroused more interest and perhaps began a stream of events which led to the re-election of Senator Taft, co-author of the act, in 1950.

Abstracted by MARY JANE BOYLE, *University of Pittsburgh*

**Cannon, Frank Curtis, "Rhetorical Analysis of William Edgar Borah's Senate Speeches on the Recognition of Soviet Russia," M.A. Thesis, State College of Washington, 1950.**

It is the purpose of this study to set forth Borah's use of logical, ethical, and emotional proofs, his arrangement of speech materials, and his pervading characteristics of style employed in championing a cause that met extensive disapproval and unpopularity. The study covers Borah's senate speeches on the recognition of Russia delivered in 1922, 1923, 1924, and 1931.

In invention Borah's greatest emphasis was given to logical proof, with abundant use of factual evidence. The same arguments and evidence were used repeatedly in the speeches. Emotional proof was subordinate to logical proof, with no apparent audience adaptation. The study tends to confirm previous findings regarding Borah's use of ethical proof, his techniques in arranging materials, and his style.

Abstracted by S. J. CRANDELL, *State College of Washington*

**Caylor, John, "A Rhetorical Analysis of Two Speeches by Judah P. Benjamin," M.A. Thesis, Texas Christian University, 1950.**

Two speeches of Judah P. Benjamin were studied: "The Right of Secession," delivered in the Senate on December 31, 1860, and "Farewell to the Senate," delivered on February 4, 1861. Analysis of the speeches was made in terms of the speaker, the audience, the occasion, and the speech. The writer concluded that both speeches were carefully prepared and well organized; that there was a good balance between inductive and deductive reasoning; that

the few logical fallacies in evidence did not weaken the effectiveness of the speeches; that there were few examples of *ethos* in the speech content; and that emotional proof was a strong factor in both speeches.

Abstracted by E. L. Pross, *Texas Christian University*

**Davis, Leonard M., "A Study of the Political Speaking of General Nathan Goff," M.A. Thesis, West Virginia University, 1950.**

The study has as its purpose the development of a biographical background of General Nathan Goff as a man and a public speaker; a survey of his speaking engagements in seven political campaigns; and, especially, a rhetorical analysis of three speeches from these campaigns.

Chapter I sets forth the purpose and procedure to be followed in the study. Chapter II traces the background and career of General Nathan Goff of West Virginia, with particular reference to those factors in his life which determined his stature as a public speaker. Chapter III is devoted to a survey of the seven major political campaigns in which Goff participated as a candidate. Chapter IV deals with the rhetorical analysis of Goff's West Union speech of 1874, his Weston speech of 1886, and his Wheeling speech of 1888. Conclusions drawn from the study appear in Chapter V. The Appendix contains a copy of each of the three speeches analyzed for the study.

This study includes historical and biographical material from original sources provided by General Goff's private papers, as well as official records and documents from the Harrison County Court House at Clarksburg. From the primary and secondary sources used, it was found that Goff was an effective political speaker; and, further, such source material as is now available would be a fruitful area of investigation for the scholar who would seek to determine the place Goff holds as an orator and a rhetorician in the history of West Virginia and the United States.

Abstracted by LEONARD M. DAVIS, *West Virginia University*

**Dee, James P., "A Rhetorical Criticism of George W. Norris' Speech of March 4, 1917," M.A. Thesis, University of Missouri, 1950.**

This thesis is a study of the speaking of the late Senator Norris. The speech studied was

part of the so-called filibuster against the Armed Ship Bill that would have authorized President Wilson to arm merchant ships against German submarines. The author is concerned with a single speech, but his approach is a four-fold one of considering the speaker and his background, the occasion, the immediate and remote audiences, and the speech itself.

The analysis of the speech follows the classical divisions. The author concludes that Norris made extensive use of ethical proof but did not slight the logical and emotional; that in organization the speech was loosely arranged but unified in total effect; that the style was "simple, direct, and unadorned"; and that the speaker's delivery was, as usual, "earnest but restrained." The immediate effect of the speech was negative, but it probably had some positive long-range results.

Abstracted by CARROLL P. LANHAM, *University of Colorado*

**DeMougeot, William Robert, "Modern Conceptions of Invention and Disposition," M.A. Thesis, Cornell University, 1950.**

The purpose of this thesis was primarily to survey, secondarily to compare and comment upon, modern treatments of invention and disposition. The method was to study classical treatments of these topics, then to study representative modern authors from Phillips to Oliver to discover what topics are now comprehended under these divisions, and finally to compare these treatments.

Classical invention included the selection, arranging, and proportioning of material. Modern writers add the finding of a subject, the gathering of material, and the selection of a central idea or purpose.

Modern treatments of invention are dominantly psychological, and stress the need for audience analysis and appeals to motives; but offer limited help in the actual application of these techniques. Classical treatments are dominantly logical, but give detailed and helpful directions for the analysis of audiences and for appeals to motives.

Modern writings on disposition stress arrangement, the outlining process, the ordering of the major divisions of a speech, and the qualities of unity, coherence, and emphasis; and have, in general, better treatments of disposition than do the classical. Phillips and Winans give the fullest modern treatments of invention. Winans,

Brigance, and Sandford & Yeager have the fullest treatments of disposition.

Abstracted by CLARENCE S. ANGELL, *Cornell University*

**Elder, Marjorie Jeanne, "Present Day American Pulpit Humor," M.A. Thesis, University of Wisconsin, 1950.**

In this study the possibility of special advice on pulpit humor in the light of elevation of style is analyzed; authorities on the art of preaching support the theory. Backgrounds of pulpit humor are surveyed including comment on the "popular" preachers of the Dark Ages and "witty" preachers of the seventeenth century. An analysis of 133 present day "best sermons," preached by 112 prominent ministers, reveals the use of the laughable in the pulpit today. Against the background of homiletical theory and the history of preaching, pulpit humor today (found in 127 of the 133 sermons) finds its rightful place as servant rather than master. Ministers use the device in connection with many subjects, use it more often within the sermon than at the beginning or end, and let it find expression in many forms from bitter satire to witty remark, from illustration to happy phrasing. But if the pulpit jester is to be found, he must be sought elsewhere.

Abstracted by MARJORIE JEANNE ELDER, *Marion College, Marion, Indiana*

**Emmel, Robert, "Speaking and Speeches of Roy Tilman Williams," M.A. Thesis, University of Oklahoma, 1950.**

This study of Roy Tilman Williams, a speaking executive of the Church of the Nazarene, is based upon personal observations, reports, letters, conversations, books, and magazine articles concerning him.

In general Williams' speaking may be characterized by the following:

- (1) Personal qualities of poise, sincerity, integrity, and evidences of early rhetorical training and familiarity with classical works in rhetoric.
- (2) Rhetorical invention: a) Logical appeal achieved primarily by inductive methods. b) Ethical appeal achieved by reputation as a "good man" and references in his speeches to his achievements and responsibilities. c) Emotional appeal achieved primarily through use of illustration. He showed acquaintance with and use of rhetorical devices to create strong emotional reactions.

(3) Arrangement characterized by historical, distributive, and logical methods.

(4) Style, according to Flesch's difficulty score, easy to understand. Williams employed the elements of clarity and appropriateness and thus adapted his style to the audience level.

(5) Effective delivery achieved by variance in rate; force by increasing intensity upon salient ideas; melody by variety in pause; quality by use of voice modulations and a deep orotund voice. Phonetically his diction was clear General American Speech.

Abstracted by ROBERT EMMEL, *University of Oklahoma*

**Eubanks, Ralph Travis, "The Major Senatorial Speeches of William C. Preston, M.A. Thesis, University of Florida, 1950.**

William C. Preston was an important Southern Whig orator whose senatorial terms occurred in the Jacksonian and Van Buren periods. This thesis presents a survey of what major speeches Preston delivered, and hence reveals his identification with the issues of party politics in the 1830's. As an ardent defender of Southern institutions, Preston was an active participant in the Senatorial debates as an opponent of the measures presented for the reception of abolition petitions. As an active Whig, he became deeply involved as an opponent of Jackson, delivery a significant speech on Benton's Expunging Resolution. The attempts of Van Buren to establish his Sub-Treasury resulted in Preston's joining numerous Whigs in oratorical opposition. Finally, as the movement got underway for the annexation of Texas, Preston, devoted as he was to the expansion of slavery as a means for "Southern Safety," spoke for it as early as 1838.

In addition to analyzing the speeches of Preston for his basic premises and methods, the thesis presents valuable information on Preston's splendid educational background, European travels, literary interests, personality traits, and the important aspects of his delivery and oratorical style.

Abstracted by DALLAS C. DICKEY, *University of Florida*

**Evans, Max Woodrow, "Public Address in Illinois in 1865," M.A. Thesis, University of Illinois, 1950.**

The writer examines Illinois newspapers for 1865 in order to discover the quantity, quality, and kind of speaking activity. He considers the aims of speakers, classifying these aims under

the rubrics economic, social, educational, religious, and political. He examines the nature of audiences, the style of speeches, and such aspects of delivery as can be singled out.

The study reveals that speakers were concerned with finding solutions to problems dealing with transportation, monopolies, the oppressions of labor by capital, mineral resources, drunkenness, educational institutions, the quality of teaching, teacher's salaries, and franchise.

Most of the speaking may be classified as deliberative speaking, with speaker and audience alike participating in the formulation of policy. Occasions for eulogistic speaking and for humorous speaking were infrequent. Although forensic speaking was taking place, little of it was fully reported in the newspapers.

Such texts of speeches as were printed in the newspapers indicate that speakers used a direct and concrete style rather than a florid or abstract style. Newspaper reporters and critics were severe in their criticism of the manner of delivering speeches.

Abstracted by MARIE K. HOCHMUTH, *University of Illinois*

**Howard, Martha Moffet, "A Study of Public Speaking in the First Century A.D. as Revealed in The Acts of the Apostles," M.A. Thesis, State University of Iowa, 1950.**

This study presents a picture of speech making in the first century A.D. as revealed in the *Acts of the Apostles*. In the analysis of this New Testament Treatise more than eighty references, both direct and indirect, to public speaking situations were found. The following six classifications of speaking situations were critically analyzed: (1) seven sermons for which texts are given; (2) seventeen speech situations, mainly sermons, without texts, but which are distinctive because of clear reference to the occasion, audience and results; (3) nine speeches before the courts or the Council of the Sanhedrin in which Paul, Peter or some other New Testament figure made able and persuasive defense; (4) eight speeches before mobs; (5) five public discussions which took place in the market place or some other public center; (6) a group of miscellaneous speeches.

The rapid propagation of Christianity bears eloquent testimony to the skill and persuasiveness of these first century public speakers.

Abstracted by HILDRETH MARIE CROSS, *Taylor University*

**Jane, Mae Louise, "A Rhetorical Analysis of Eight Selected Speeches of Secretary of State Acheson," M.A. Thesis, University of Michigan, 1950.**

This analysis examines the communicative skill of Secretary State Acheson with respect to three types of audiences: those representing classes of people, representing certain interests, and representing partisanship. Evaluation included consideration of audience and occasion, summarized content of each specific talk, main focal point, language mechanics, and concluding appeal. The author supplements conclusions with charts which illustrate the varied sentence structure, indicating adaptation to particular audiences, planned lines of argument, and integration of grammatical context with other criteria. The most often used purpose in sentence structure as well as speech construction was TO INFORM.

Abstracted by MAE LOUISE JANE, *University of Michigan*

**Jeffrey, Robert Cambell, "A Survey of Speech Making on the Floor of the United States House of Representatives During the Second Session of the 80th Congress," M.A. Thesis, State University of Iowa, 1950.**

It is the purpose of this study to examine the nature and extent of the speaking which took place on the floor of the House of Representatives during a typical session.

The author took the speeches from the *Congressional Record* and was careful to choose for survey only those speeches actually delivered on the floor. The speeches are classified into three categories: informative, persuasive and occasional speaking.

Individual speakers are surveyed as to frequency of participation and the amount of time consumed in speaking. The spread of the speaking among the two major parties is considered from the standpoint of frequency of participation and time consumed in speaking. This study includes an appendix of computations showing the participation of all of the members of the House of Representatives during the second session of the 80th Congress. Abstracted by ROBERT C. JEFFREY, *Cornell College*

**Keirn, Mary, "A Study of the Rhetorical Style of Albert Jeremiah Beveridge," M.A. Thesis, Kent State University, 1950.**

This thesis is an investigation of the qualities of Beveridge's speaking style and an inquiry

into their sources. It begins with a study of the concept of style as concerned with rhetorical theory, and goes on to an investigation of the life and character of the speaker, since the writer believes that the style of a man cannot be divorced from what he is as an individual. Selected speeches representative of the periods in the life of Beveridge and of the types of his speaking—legislative, campaign, legal, and occasional—were analyzed to isolate the predominant characteristics of his rhetorical style. These characteristics are described as sophomoric, exuberant, and over-rhetorical during the earlier period of his life, changing to greater restraint and simplicity during the later years of his life. The factors contributing to his style are concluded to be the classical influence of his formal education, the effect of his legal experience, his interest in the Websterian speaking in the political campaigns of his youth, and the influence of his Senatorial audiences.

Abstracted by JAMES N. HOLM, *Kent State University*

**Klemm, Gertrude Elizabeth, "The Oratory of Gouverneur Morris," M.A. Thesis, The Pennsylvania State College, 1950.**

This thesis is a study of Gouverneur Morris, one of nine post-revolutionary orators listed in "A History and Criticism of American Public Address." Morris was a brilliant lawyer, financier, socialite and statesman. An aristocrat by birth and conviction, he believed that it was his duty to serve his country in whatever field he was called upon. He held public offices during the most productive years of his life, between the ages of twenty-three and fifty-one. During these years his keen mind, quick wit and talent for public speaking made him outstanding as an orator as well as a statesman. In this thesis the full, colorful and active life of Gouverneur Morris is reviewed in a biography. Next, attention is paid to his oratory as exemplified in three of his speeches. A historical background, a brief and a rhetorical analysis of each of these three speeches are given. In the final chapter a series of conclusions concerning Morris, the Man, the Orator and the Statesman, are offered.

Abstracted by Gertrude E. Klemm, *Pennsylvania State College*

**Lacour, Lawrence Leland, "The Preaching Theories and Practices of Bishop Edwin Holt Hughes," M.A. Thesis, Northwestern University, 1950.**

From the writings of Bishop Hughes, and

from correspondence with the Bishop during the last year of his life, the writer gathered clues to this speaker's preaching theories.

The effectiveness of Hughes as a speaker was tested by circulating 110 questionnaires in one of his audiences. Hughes' ethos was indicated as the most outstanding factor which contributed to his speaking success.

Abstracted by LAURENCE LACOUR, *Northwestern University*

**Lantz, William Carson, "An Investigation of the Field-Preaching of John Wesley," M.A. Thesis, University of Denver, 1950.**

*Problem:* To investigate possible significance of, and consequent behavior of John Wesley after he made decision to leave inside of the church and do preaching in open air. Research was historical, concerned with Wesley as communicator; not rhetorical or homiletical study.

*Findings:* Wesley took to open fields for many reasons: 1) was declined use of regular Anglican pulpits because of his "enthusiasm" (fanaticism), theological emphasis, other real or imagined differences; 2) small churches did not begin to hold potential congregations; 3) it met his own psychological needs; 4) it took message of the gospel to all; 5) especially, it took the gospel to lower classes. Interestingly, Wesley coming from upper class, first looked on new work as duty, but came to prefer society of lower classes.

Reactions to field-preaching were: 1) generally favorable response from the masses; 2) upper classes considered it levelling and enthusiasm; 3) it proved wrong the prevailing philosophy of social reform—that nothing could be done with the lower classes; 4) generally adverse reaction from the clergy and layman concerning conventions and religious matters; 5) Wesley's own reaction that though distasteful the work was necessary and certainly not indecent.

Abstracted by FRANK TORRENCE, *University of Denver*

**Merrill, Dorothy Jefferson, "The Speaking of Theodore G. Bilbo in the 1934 Mississippi Senatorial Campaign," M.A. Thesis, Louisiana State University, 1950.**

The purpose of this study is to discover the nature of the persuasive appeals which Theodore G. Bilbo used in his first successful campaign for the Senate. The study reveals how Bilbo selected mass appeals, intensified antagonism toward the "favored few," promised the masses numerous benefits, and employed show-

manship. He was skillful but unscrupulous in adapting his emotional appeals to his audience and in winning the election.

Abstracted by WALDO W. BRADEN, *Louisiana State University*

**Osmunson, Robert Lee, "A Study of the Relationship Between Theory and Practice of Pulpit Speaking in Nebraska," M.A. Thesis, University of Nebraska, 1950.**

The purpose of this study was to discover by survey what the Protestant ministers in Nebraska practice in sermon construction and delivery and compare the preachers' claimed tendencies with recognized theory and with what observation reveals to be their techniques in public speaking. Using the analysis of homiletic textbooks and related literature in this area, the author constructed a questionnaire on recommended procedures in sermon construction and delivery, to which he received replies from 265 ministers in Nebraska. The author observed eight of these ministers and compared their practice with the methods which they claimed to use in sermon construction and delivery.

The findings of the study revealed that (1) Nebraska ministers tend to practice frequently most of the accepted principles of sermon construction and delivery; (2) those with speech training above the average of 13.9 semester hours tend to approach a little closer to the accepted theory than those below this average; (3) ministers under 45 years of age tend to approach in practice a little closer to the accepted theory than ministers over 45.

Abstracted by LEROY T. LAASE, *University of Nebraska*

**Peterson, Jack Harding, "A Study of Public Speaking in Territorial Arizona: The Statehood Controversy 1900-1906," M.A. Thesis, State University of Iowa, August, 1950.**

The purpose of this study was to analyze the public speaking concerning the issue of statehood in the Territory of Arizona during the period of 1900 to 1906.

The writer relied principally upon newspapers of the period for information, although interviews with a number of Arizonans who recalled the speaking of the period proved interesting and valuable.

Speaking occasions were regarded as entertainment as well as politics by the audiences of the time. General characteristics of the speaking were: simple organization, easily un-

derstood language, extensive and effective use of ethical and pathetic proof in addition to the logical proof. Although Arizona did not achieve statehood until 1912, the speaking studied undoubtedly unified the people of the Territory in their desire for statehood.

Abstracted by JACK H. PETERSON, *Tucson, Arizona, Senior High School*

**Prosper, Arthur Francis, "Calvin Coolidge, The Speaker," M.A. Thesis, University of Michigan, 1950.**

The study revealed that what we usually think of as handicaps to Coolidge's speaking—his voice, his emotionless delivery, and the content of his speeches—were not really much of a handicap to him. Many people liked his New England twang, and while his delivery was usually emotionless, the people always knew that he was sincere in what he said. His ethical appeal was great and was very influential. His speeches were in simple language and contained sound logic which the people could understand and talk over. He had some early speech experiences which were influential in his development as a speaker. The period in which he spoke, the era of "Coolidge Prosperity," was also conducive to a cordial reception of his speeches. It was also discovered that Coolidge did a great deal of public speaking and hardly deserves to be called "Silent Cal."

Abstracted by ARTHUR F. PROSPER, *University of Michigan*

**Reeves, Clyde Elwood, "The Invention of Henry George in Selected Speeches in the Years of 1887 and 1894," A.M. Thesis, Temple University, 1950.**

A study of the main ideas in two speeches delivered in New York City by the principle advocate of the "single tax" at the height of his popularity. Each main idea is analyzed and evaluated in terms of the logical, ethical, and pathetic appeals used in its development with relation to the specific occasion, the speaker, the other ideas in the speech itself, and the immediate and secondary audiences. The writer concludes that although George's arguments had great immediate effect upon his face to face hearers, the subsequent actions of both the primary and secondary audiences seem to indicate that his ideas did not have a serious lasting effect upon the majority of people reached by his words. The texts used for analysis are collations of the available full and partial

printed versions, and appear in full in the appendixes.

Abstracted by CLYDE E. REEVES, *St. Lawrence University*

**Storey, Alfred Wendell, "A Study of Alteration and Persistency of Individual Function in Group Discussion," M.A. Thesis, University of Michigan, 1950.**

The purpose of this study was to determine whether discussion participants alter or persist in their functions as individuals, during a series of problem solving discussions.

Two groups of college men and women, thirteen in one group and twelve in the other, were observed for five one hour discussions. A record of their frequency of participation was kept, with the placement of each contribution in one of nine selected categories. Members rated each other after the first and last discussions. Comparisons of individuals and groups were made.

The study showed both alteration and persistency in individual functions. It was found that groups accepted a frequent participator, but rejected the over-bearing individual. Members of a homogeneous group tend to rate themselves and one another with greater agreement. Training and experience in group discussion tends to alter individual-centered behavior to group-oriented behavior.

Abstracted by ALFRED W. STOREY, *University of Michigan*

**Thurman, A. L., Jr., "Ratification Speaking in Missouri, 1860," M.A. Thesis, University of Missouri, 1950.**

Ratification speaking in Missouri, limited specifically to the crucial months of May, June, and July, 1860, is described on the bases of general historical background and a sampling of public speaking situations recorded in the available newspapers of the period.

The study examines in detail the speaking activity within the state of the four major parties who were vitally concerned with molding public opinion. Constitutional Unionists, Republicans, and the Breckinridge-Douglas factions of the Democratic party had many speakers present at these ratification sessions which were called ostensibly to sanction the activity of a national political convention.

A study of the speeches made during the time-span of this thesis supplies a guide to the activity of Missourians in a particularly important segment of their history. A criticism of ratification speeches facilitates an under-

standing of the people who made the history of Missouri in 1860 and accounts for the substitution of violence for speechmaking.

Abstracted by A. L. THURMAN, JR., University of Missouri

### III. Interpretative Reading

**Gilbert, Edna Euphemia, "An Experimental Study of the Effects of Training in Oral Reading on Silent Reading Skills," Ph.D. Thesis, University of Wisconsin, 1950.**

This study is an attempt to find an answer to the question: What effect, if any, does training in oral reading (as taught by speech teachers) have on the silent reading skills of students in junior high school, senior high school, and college?

Since objective standardized tests of silent reading include sections on vocabulary, speed, and comprehension these were accepted as the elements of silent reading to be measured. Tests, given to students in oral reading classes and control groups at the beginning and end of the experimental period, were The Cooperative, Progressive, and Michigan Speed of Reading Test.

#### Results

1. Although not statistically significant, the repetition of a trend in three different college groups indicated that college students taking oral interpretation courses made slightly greater gains in the silent readings skills measured than equivalent control groups from the general college population.

2. A college group taking literature made slightly greater (although not statistically significant) gains than their equivalent oral interpretation group.

3. An average group of seniors and juniors taking a literature course made faster gains in all silent reading skills measured than those taking oral interpretation. The differences were statistically significant on total scores and vocabulary.

4. An above average ninth grade class taking English made greater gains than their equivalent oral reading group in all skills except vocabulary although none of the differences was statistically significant. The same results occurred in another experiment where the ninth grade controls, who took general speech, made slightly greater gains than those taking oral reading.

5. In the seventh grade, results favored the controls on all parts of the silent reading tests, not only at the end of the semester in which the experimental groups took oral reading while the controls took English, but also at the end of a year after the experimentals had had a semester of English while the controls took a regular speech course.

At the end of the experiment (one semester) differences in gains for the seventh grade groups were significant at the one per cent level in vocabulary and speed, but not in comprehension. At the end of the year, however, the only highly significant difference was in speed.

It must be noted that the seventh grade groups were above average in both intelligence and silent reading skill at the beginning of the experiment.

Three important factors contributing to the results of these experiments seemed to be (1) the length of time devoted to the experiment, (2) the mental maturity of the groups, (3) and whether the controls took English and literature courses.

1. The differences in gains were greatest when the experimental period was the longest.

2. The least mature groups were the ones which made the least gain in silent reading skills when given intensive training in oral reading.

3. Groups taking English or literature made greater (although not always statistically significant) gains than the oral reading groups.

#### Implications

Since this was not a study of the relative educational values of oral and silent reading, definite conclusions may not be drawn from it concerning the place of oral reading in the curriculum.

However, if it is assumed that departments of speech and teachers of oral reading are concerned about the silent reading habits of their students, the results of this study seem to support the following current practices:

1. Requiring college students of interpretation to take literature courses, and to do wide reading in the interpretation courses.

2. Teaching oral reading in junior and senior high school as a unit of moderate length in a general speech class or as an activity in the literature class, instead of as a separate semester course.

It may also be recommended that teachers of oral reading wishing to develop the silent reading skills of their students would do well to make wide reading for finding materials for

oral interpretation an integral part of their courses, rather than providing "selections," or adhering strictly to a limited textbook.

Abstracted by EDNA GILBERT, *University of Wisconsin*

**McCarthy, Margaret Mary, "Interpretative Reading Behavior: A Study of Selected Factors," Ph.D. Thesis, University of Wisconsin, 1950.**

The purpose of this study is: (1) to establish the concept of reading behavior, (2) to make a selection and classification of the factors of effectiveness in interpretative reading behavior as reported by experts in the field of speech education, (3) to offer a composite check sheet for the diagnosis of interpretative reading behavior, and, thus, (4) to prepare for a future objective analysis of the factors of effectiveness in oral interpretation.

In a definite preface, the psychological, semantic, historical and silent reading backgrounds of behavior and of the interpretative process are reviewed. Behavior is defined as private when it is implicit and covert, as in silent reading, and as public and overt, as in oral reading.

Interpretation is effected through the processes of perception and conceptualization. Perception is an immediate situational response to a primary stimulus. Conceptualization is a mediate, non-situational response to a percept or other secondary stimulus. Reading is a response to secondary stimuli, that is, to words or symbols in context; it involves both perceiving and thinking.

Since it is necessary to inhibit speech movements in learning to think, so too, in efficient silent reading, all oral activity must be suppressed. It is believed, therefore, that no extended program of oral reading should be undertaken until the child has completely mastered the basic silent reading skill; normally this would be at the end of the fifth grade. But this vital achievement is frequently not realized even at the high school and college level.

Interpretative reading is defined for this study as a process of audible and visible suggestion by means of which a complex of intellectual, imaginative, and emotional meanings, under the dominance of the author's language and intention, is translated through the artistic behavior of the reader for the aesthetic enjoyment of an audience. It is assumed that the stimulus for this response is imaginative literature. The competent reader should, however, be able to read all forms of discourse adequately.

The study is based upon a questionnaire containing ten categories which included one hundred and forty-eight specific items, of either effective or ineffective interpretative reading behavior. These items were evaluated by more than one hundred and fifty highly qualified speech teachers, and by a few respondents from the radio and theatre. In all, eighty-five items were eliminated, largely because they were evaluated as conditional; these items were centered mainly in those categories concerned with technique. A wide diversity of opinion exists among teachers of oral interpretation in regard to the techniques of presentation, especially those involving visible action.

Sixty-three items were selected; of these, fifty-seven were considered factors of effectiveness; six negative factors were chosen. The response to the selected factors was quantitatively very high. As a result of this evaluation, a check list for the diagnosis and improvement of interpretative reading behavior was obtained. Its validity was established, first, on the assumption that the original items in the questionnaire contained implications for interpretative reading behavior; and second, upon the qualifications of experts to judge the specific items of behavior.

It was concluded that interpretative reading behavior is an individual, learned socialized, recreative response to imaginative literature; that interpretation may be a talent; that knowledge of literature, taste in its selection, skill in its communication, motivate this aesthetic discipline. Every reader moreover, brings to a literary work his unique insight, his background of experience and training, as does each of his auditors. It was further concluded, that the form of the oral presentation is suggested primarily by the literary form of the material. And finally, since the literary situation created by the author is an imaginative abstraction, it must, therefore, be communicated suggestively, that is, with the illusion of immediacy. Interpretative reading thus becomes a non-situational, non-representative emotive art. The reader-audience relationship is, however, a direct one.

Abstracted by MARGARET MARY MCCARTHY, *Brooklyn College*

**Hunter, Isabel Chrystine, "Analytical Approach to the Oral Interpretation of Three Old Testament Stories," M.A. Thesis, University of Washington, 1950.**

An extensive and intensive exploration of the various elements comprising a rich background for the oral interpretation of stories of Jonah,

Esther, and Ahab and Jezebel in their respective settings. A history and comparison of different translations and versions of the Bible precede the background analyses of the principal characters presented in the stories in terms of the geographical, cultural and religious influences that shaped the life and personality of each. Methods of interpretation are outlined and compared. Source materials include textbooks and articles on oral interpretation, various books on Biblical archaeology, commentaries, histories, and copies of various versions and translations of the Bible. Final conclusions evince the desirability of such detailed analysis especially in the case of ancient and sublime literature.

Abstracted by ISABEL CHRYSTINE HUNTER, *University of Washington*

**Mewshaw, Jean Barbee, "Elocution and Oral Interpretation," M.A. Thesis, University of Michigan, 1950.**

The author compared and contrasted the Natural, Mechanical, and Scientific schools of elocution with the Psychological school of oral interpretation. Part I discussed the theories of Thomas Sheridan, John Walker, and Dr. James Rush; Part II discussed the beliefs of Dr. S. S. Curry and his work on voice. New approaches to speech training occurred as each "school" held sway. From each, speech students extracted new ideas. The current state of oral interpretation reflects ideas that have passed the tests of time.

Abstracted by JAMES STEWART SMOOT, *West Virginia State College*

**Sanders, Lois Joan, "The Writings of Carl Sandburg; An Appraisal of Their Value to the Public Reader," M.S. Thesis, University of Wisconsin, 1950.**

A study of the writings of Carl Sandburg was made with the purpose of estimating their value to the student of oral interpretation. The life and wide experiences of this writer were reviewed with the purpose of showing that many influencing factors in his background are worthy of consideration and study. In an effort to have as complete a comprehension as possible through such a study, all of the works of Carl Sandburg were contacted and the great majority of them studied with care as to their subject matter, form, purposes in their writing, suitability to audience presentation and values to the student of interpretation. Two factors have been uppermost in the mind of the writer: the building of

the powers of the interpreter through contact with an author of great integrity who could furnish a wide range of experiences; the usability of the writings of Carl Sandburg for public presentation because of their universal appeals.

Abstracted by LOIS JOAN SANDERS, *University of Wisconsin*

#### IV. Radio and Television

**Anglen, Harry J., "A Survey of the Recall Effectiveness of Six Types of Spot Announcements," M. A. Thesis, University of Denver, 1950.**

The purpose of this study was to test six different types of radio sales messages for recall. They were compared to discover which type was recalled most; to see if sex plays a part in the recall; to determine what part age plays in the recall; to discover which of the spot announcements is liked best; to see if there is any difference in the types liked best by men and women; and to discover if age affects which commercials are liked best. Six representative kinds of commercials were chosen. They were recorded on tape in a thirty minute program of popular music. Arrangements were made to play the tape recording before typical cross-section of the classes of the 1950 summer school of the University of Denver. The classes were chosen by the random sampling method.

The findings of this survey seem to indicate:

1. The radio listener tends to remember the name of the product advertised more than the name of the firm.
2. Repetition in a spot announcement is the most effective means of assuring retention.
3. Humor is an effective means of assuring retention if woven into the thing desired to be remembered. Otherwise, it will defeat its purpose.
4. The public service and humorous spots are the most popular with the listener.
5. Humor in a spot is both the most and least popular.

Abstracted by BETTY JOANN WEIDNER, *University of Denver*

**Barrett, Marvilyn Tippet, "A Comparative Study of the Public Service Aspects of Radio Broadcasting by the Independent Radio Station and the Network Affiliate Station," M. A. Thesis, University of Florida, 1950.**

This study compared the extent and scope of public service broadcasting done by three inde-

pendent radio stations with that of three network-affiliate stations. The comparison was based on the nature of the public service broadcasting done by each type of station, the amount of sustaining time and commercial time devoted to public service broadcasting, the cost to each station for this kind of broadcasting, and the quality and type of service rendered to the public by each station.

The study is based on a period of one month's broadcasting, February 1 to March 1, 1950. Broadcasting logs and personal interviews with the managers and program directors of the stations were used to obtain the necessary data.

Nine classifications of public service programs were defined and considered in the study: public information; news; civic service; religion; medicine and health; law enforcement; education; agriculture; politics and government. The study also considered the amount of public service programming that was sponsored and the amount that was sustaining.

Differences in business practices as well as differences in program policies were discovered. The independent stations devoted 24 percent of the month's broadcasting time to public service programming while the network affiliate stations devoted 20 percent. Sixty-eight percent of the public service broadcasts by independent stations were sustaining while fifty-seven percent of the network-affiliate station programs were sustaining. The independent stations devoted more than twice as much time as the network-affiliates to programs in the "civic service" classification.

Abstracted by J. CLARK WEAVER, *University of Florida*

**Bergstein, Milton J., "A Study of The Techniques and Principles of Radio Broadcasting of Sports," M.A. Thesis, Pennsylvania State College, 1950.**

An effort is made here to set up a guide to be followed by the beginning sports broadcaster. The techniques and principles were gathered from fifty (50) of the nation's broadcasters who were asked to contribute information. This gathered information was added to the writer's experience as a broadcaster of scholastic and collegiate sports. The study includes techniques for broadcasting, football, basketball, baseball, boxing, wrestling, track, hockey, and tennis. The form followed in each sport is this: Pre-event preparation, training of the announcer, techniques of broadcasting offensive and defensive action, techniques of keeping

scores and statistics, and techniques for controlling voice speed and word choice.

Abstracted by MILTON J. BERGSTEIN, *The Pennsylvania State College*

**Bluem, Albert William, "A Descriptive Analysis of Television Dramatic Production Techniques," M.A. Thesis, Ohio State University, 1950.**

This study determined that, by relating video to production techniques of other mediums, a base might be established upon which the nature of video techniques could be set forth. Previous studies were dated and incomplete, and could only be made valuable by relating them to observations of current practices, to information supplied by television producers, and to general format and technique in the written video script.

The basic method of attack involved the construction of hypothetical problems. A motion picture was first considered in its form, for its adaptability to television. Problems of lighting, sound, dialogue and other facets of production were transferred from the film to video. The same method was applied to stage and radio plays.

Basic conclusions were that stage, screen, and radio have approaches which may be utilized by video, but must be modified to conform to television methods. Factors which preclude modification of outside techniques and which demand creation of new ones are based in limitation of studio space, lighting flexibility, and the basically radical continuity of video.

Abstracted by ALBERT W. BLUEM, *Ohio State University*

**Campbell, Forrest Raynold, "A Radio Serial Adaptation of The Last of The Mohicans," M.A. Thesis, University of Michigan, 1950.**

The project represents an attempt, by a practical application of the techniques of radio adaptation, to exemplify what can be done to develop and enhance interest and appreciation of good literature in secondary school students through the medium of radio broadcasting. The novel selected for adaptation was *The Last of The Mohicans*, by James Fenimore Cooper.

The body of the thesis comprises two parts. Part I consists of the radio adaptation of the novel. Procedure involved the writing of five half-hour scripts, designed for a one-week (five days) serial program. Part II is an exposition on the works of James Fenimore Cooper. Re-

search entailed examination of books and nineteenth-century periodical material on the author and his work.

Radio dramatic adaptations of the world's literary masterpieces can be used with a high degree of effectiveness as an auditory aid in secondary education. The result is a fostering of interest and appreciation of good literature.

Abstracted by FORREST R. CAMPBELL, *University of Michigan*

**Carlton, Helen Sloss, "Two Radio Scripts on the Life of Alphonse De Lamartine as Poet and Orator," M.A. Thesis, The Pennsylvania State College, 1950.**

This is a biographical-creative study of Alphonse de Lamartine. It includes two radio scripts written on his life to reveal his eminence as both poet and orator in French history. The problem was to select two outstanding episodes from his life, to secure the necessary historical background and to write the scripts.

To reveal Lamartine as a poet, his auto-biographical poem, *Raphael*, was selected for dramatization in a script called "The Poetic Love of Lamartine." To reveal Lamartine as an orator, his decision for a provisional government in the Chamber of Deputies, and his triumph at the Hotel de Ville in 1848, were dramatized in "The Republican Ideal of Lamartine." The former script was given a successful experimental production.

Abstracted by HELEN CARLTON, *Pennsylvania State College*

**Fenz, Roland Edgar, "How to Build an Audience for an FM Radio Station," M.A. Thesis, University of Wisconsin, 1949.**

This study grew out of a desire to find out if there was some sure way of building an audience for an FM station. The writer has had over two years of experience in this field, has searched the trade journals and advertising studies. He has also sent out questionnaires to 197 FM broadcasters. From this information, it was found that the FM broadcaster has three ways to build an audience. He has to promote his station, to program to the community needs, and to help the sale of FM receivers.

Promotion of the station is generally done through newspaper publicity and advertising, car cards, demonstrations, and public relations. Programs should be those which people are interested in and can't hear anywhere else. The emphasis should be on the local aspects. Aiding

the sale of receivers is best done by dealer-station-distributor cooperation, newspaper, radio and other methods.

It was found also that FM listening is increasing, FM receiver production is rising, FM clients are increasing, and more FM stations are going on the air. All signs pointed to a continuance in the growth of FM.

Abstracted by ROLAND E. FENZ, *University of Wisconsin*

**Gallo, Gloria Dorothy, "A Survey of the Place of Radio in the Curricula of the Colleges and Universities of Pennsylvania," M.A. Thesis, Pennsylvania State College, 1950.**

The purpose of this study was (1) to show the importance of radio in contemporary life, (2) to summarize the work being done in radio in the colleges and universities of Pennsylvania, and (3) to make a brief comparison between the results of this survey and similar surveys made on a nationwide scale.

The study summarizes the thirty-four replies to a four-page questionnaire sent to ninety-eight institutions of higher learning in Pennsylvania. The questionnaire dealt with the course content, teaching staff, and equipment.

Results of the survey proved to be very similar to the results of a study conducted on a nationwide scale by the Speech Association of America. There is great multiplicity in the titles of courses of similar content. Some uniformity is needed in the content of and credit given for courses of similar titles. Standards should be set up as to the minimum amount of equipment necessary for teaching classes in radio. Teachers should be trained in the field. Present trends seem to indicate the continuance and improvement of radio courses.

Abstracted by GLORIA GALLO, *Pennsylvania State College*

**Goyer, Robert Stanton, "An Analysis of the Nature of the Basic Course in Radio Broadcasting (Non-Engineering) in American Colleges and Universities," M.A. Thesis, Miami University, 1950.**

In order to establish suitable academic standards in the field of radio broadcasting (non-engineering), an analysis of the nature of the elementary existing college course was considered basic and essential. To accomplish this, all schools listed in the F.R.E.C. *Directory* believed to offer courses in non-technical radio

were contacted, and full syllabi of their basic courses were requested for analysis. The sample actually examined was sufficiently large that normal variations among institutions of higher learning proportionately represented in the sample to insure a statistical reliability of more than ninety-five per cent (95%) for the results, as individually indicated. The following things were specifically analyzed: 1) The educational philosophy of these courses as presented in the statement of their course objectives. 2) The subject matter contained in the courses, classified under the above philosophies. 3) The division or department of the college offering the basic course. 4) The degree of standardization of course titles. 5) The type and amount of credits granted for the basic course. 6) The prerequisites and class level of these courses. 7) The relative popularity of the various texts used for these courses. 8) The physical facilities and procedures employed in these basic courses. 9) The presence of any additional radio courses in each school's curricula.

Abstracted by R. S. GOYER, *Miami University*

**Hamlin, Roger B., "A Comparative Study of the Effects of Living Habits Upon Radio Listening Habits," M.A. Theses, Michigan State College, 1950.**

A study was conducted in the metropolitan area of Lansing, Michigan, to determine the extent that radio listening habits are affected by living habits. The city was divided into thirteen districts and a 2% sampling was made in each district. This was done by personal interview and by radio diary. The diary was kept for a period of a week by each person previously interviewed.

Results indicated that most people were selective. Dial-hopping was not too common, except at the college level. Sunday listeners included more individuals with a high school background. High school students listened more than any other group. Very few listened to advertising and an even smaller group reported that they were influenced in their buying by radio advertising. Those who were influenced more were in the \$2000-\$3000 bracket. Soap operas and shopping programs were unpopular at all levels. Quiz programs, dance music, comedy, variety shows and drama were popular at all levels.

The author concluded that living habits exert little influence upon listening habits except in the types of programs that require

thought and appreciation based upon training and background.

Abstracted by LUCIA C. MORGAN, *Michigan State College*

**Hancock, Margaret M., "A Study of Two Methods of Teaching the Interpretation of Radio Continuity," M. A. Thesis, University of Nebraska, 1950.**

The purpose of this study was to test the relative effectiveness of the two methods usually employed in teaching the interpretation of radio commercial material: (1) the analysis of the material to be read; and (2) listening to professional announcers reading the same or similar copy. Forty one students were divided into Experimental and Control sections, neither group having previous training in interpretation of commercials. The members of each group recorded a Grape-nuts Flakes commercial before training began. Both groups were then given intensive training in interpretation, but the experimental factor of listening to a recording of a network announcer reading the test copy was introduced only to the Experimental group. Both groups recorded the same Grape-nuts commercial at the end of a six-weeks period. The Control group was then also allowed to hear and analyze the network model, which was used in both groups during the next six weeks of less intensive training. Both groups then recorded a new commercial. The sets of recordings were arranged in random order and rated by nine University of Nebraska Speech Department staff members.

When the Experimental groups used the model and the Control group did not, the Control group made greater improvement. However, when both listened to the model and recorded, the Control group regressed most. The net regression between the first and last recording was smaller for the Control group, but the difference in all cases was relatively small. It would appear that the use of a network announcer as a model is slightly less effective than the use of analyses in the teaching of interpretation of radio copy.

Abstracted by LEROY T. LAASE, *University of Nebraska*

**McGaffery, Donald William, "Uncle Big Deal—A Series of Three Original Comedies for Television," M.A. Thesis, University of Denver, 1950.**

The purpose of this study was to create a type of domestic comedy that would solve the present day limitations of television.

By taking a social situation out of life, the author developed a springboard for a realistic basis for his plays by some elements of satire in his writings.

The author found that great limitations were presented in the writings of such comedy for television, however, he found the use of this particular theme with the conflict of the highly imaginative man against the conventional man as a basic idea that will allow for variety in a domestic comedy series. It was found that the use of gentle satire for a realistic basis helped a great deal in raising the level of this type of domestic comedy.

Abstracted by WILLIS ROSS, *University of Denver*

**Rosen, David Louis, "An Analysis of Network Television Commercials," M.A. Thesis, Temple University, June, 1950.**

*An Analysis of Network Television Commercials* is a thesis whose primary objective is to reveal the various types of advertising techniques employed by television program sponsors. During the period from January 15, 1950 to February 11, 1950 inclusive, the author monitored all sponsored television programs and their commercial announcements. In this period commercial announcements were recorded and analyzed according to such factors as length, type, frequency within a program, video and audio techniques of presentation, and the psychological effects upon the viewer. In addition to an analysis of commercial announcements, all sponsored programs were recorded and analyzed. After both program and advertising data had been analyzed separately, many of the factors considered in the analyses were correlated.

The results of the correlations reveal many interesting patterns and relationships among program types, sponsors, and advertising techniques used in appealing for patronage. The findings indicate certain very definite trends in television advertising techniques and should be of interest to broadcasters, advertisers, and research workers who are interested in advertising efficiency and objective research procedures.

Abstracted by DAVID ROSEN, *Temple University*

**Schabel, Florence Ann, "Holiday Series of Radio Scripts for Junior and Senior High Schools," M.A. Thesis, Michigan State College, 1950.**

Questionnaires were sent to schools in Michigan which included Radio Education in the

curriculum. A lack of available scripts was listed as one of the problems encountered by the teachers. The author wrote ten scripts suitable for presentation by students in Junior and Senior High Schools. Each was a holiday script and the holidays chosen were New Year's Day, Lincoln's Birthday, Valentine's Day, Washington's Birthday, Easter, Mother's Day, Memorial Day, Columbus Day, Thanksgiving Day and Christmas.

Production notes and sources of information used in the plays were included in the appendix.

Abstracted by LUCIA C. MORGAN, *Michigan State College*

**Shropshire, William B., "A Survey Analysis of Contemporary Trends In Educational Radio In the Secondary School Program," M.A. Thesis, Texas Christian University, August, 1950.**

This study represents a survey of the contemporary trends of educational radio in the United States with particular emphasis upon Texas. Three matters were considered: radio as an aid to classroom teaching, radio courses in the secondary school, and radio workshop activities in the secondary schools. The questionnaire method was used to survey radio activities in Texas high schools. In general, the writer reported that teachers and administrators were not fully utilizing the potentialities of radio activities.

Abstracted by E. L. Pross, *Texas Christian University*

**Uray, Richard Martin, "Instruction and Activities in Radio in the High Schools of Summit and Portage Counties, Ohio," M.A. Thesis, Kent State University, 1950.**

Using two counties in northeastern Ohio, one predominantly rural, the other metropolitan, Mr. Uray set out to determine to what extent radio and radio techniques (use of recording and public address systems) are being used in the high schools. Information was gathered from 53 of the 54 schools in the area. The author also reported on his own experiences in teaching radio broadcasting to high school students.

Conclusions indicate that more use of radio techniques could be made in the high school. A major reason given for non-use was the lack of trained faculty personnel. However, in the majority of schools the necessary basic equipment in the form of microphones, public address systems, and recording machines is available.

Based on his personal experiences, Mr. Uray concluded that appreciation and understanding of broadcasting can be effectively taught to the average high school student, and some techniques can be taught those specially qualified by interest and ability. No argument for vocational or pre-professional training at the high school level is made.

Abstracted by WALTON D. CLARKE, *Kent State University*

**Ward, Margaret Elizabeth, "General Public Habits on Sources of News Information and Preferences Concerning Radio News for the White Population of Knoxville, Tenn," M.A. Thesis, University of Tennessee, 1949.**

A personal interview survey was made of 300 people. Reliability was checked by split-half and internal techniques. Eighteen questions were asked. Over 50% of interviewers considered radio most important news source, 30% listed newspapers, 15% radio and newspapers equal, less than 1% magazine; 60% used radio for news interpretation, newspapers 24%. Radio was listed as most reliable source by 60%, newspapers 13%, both equally reliable 12%; most popular news times, 65% between 7 and 8 p.m., 49% between 12-2 p.m. Reasons for listening in order: (1) convenient time, (2) station already tuned in, (3) like newscasters. Over one-third do not usually listen to newscast on Sunday. Little preference in type of newscast shown (short, long, or commentary); 70% listed "Better style of delivery" as reason for choice of newscast, only 12% listed "Seemed better informed." Winchell, Kaltenborn, Pearson were the three top commentators for whole group, difference shown by various economic groupings: "Better style of delivery" most frequent reason. Nearly all listeners felt news coverage adequate.

Abstracted by DAVID C. PHILLIPS, *University of Connecticut*

**Wenner, Leonard, "Indiana Amplitude Modulation Stations in Communities Under Fifty Thousand Population," M.A. Thesis, Indiana University, 1950.**

This study explores the financial, programming, and advertising problems peculiar to Indiana's small, independent radio stations. The author wire recorded interviews with station executives, and these were later typed and reproduced verbatim in the body of the thesis. From the station executives interviewed the

author also obtained the names of their most important advertisers. Letters were then mailed to these sponsors to determine the effectiveness of both their advertising and the manner in which the stations conduct it. Results indicate that the most successful advertisers and stations as well are those who thoroughly know the living, purchasing, and listening habits of the people in their individual communities.

Abstracted by DAVID A. SMITH, *Indiana University*

## V. Theatre

**Brock, James Wilson, "A Study of the Use of Sound Effects in Elizabethan Drama," Ph.D. Thesis, Northwestern University, 1950.**

It is of practical value for the reader and the producer of an Elizabethan play to know *why* sound effects were used and *how* they were used. This study examines the plays produced in or around London from 1576 to 1642 in order to determine the dramatic purpose, function, and use of sound effects.

A representative sampling of these plays indicates that sound effects, i.e., the auditory elements exclusive of stage music (songs, musical accompaniment to the dances, and incidental music), consist of effects called for and the instruments specified. There are nine types of effects (1) military and ceremonial signals—alarm, charge, flourish, sennet, tucket, parley, skirmish, march, levet, (2) battle—fight, sea-fight, (3) hunting—cry of hounds, horn, shouting, (4) natural phenomena—storm, tempest, thunder, wind, (5) birds and animals—raven, crow, cock, nightingale, cuckoo, dogs, horses, (6) clock striking, (7) human sounds—shouts, cries, (8) knocking, and (9) miscellaneous sounds—whistle and unspecified noises. There are two types of instruments specified, musical and non-musical. The musical instruments consist of (1) percussion—bell, chime, and drum, (2) brass—trumpet, horn, sackbut, and cornet, (3) woodwind—hautboy, recorder, fife, pipe, and flute, and (4) string—viol and lute. The non-musical instruments consist of (1) ordnance, (2) swords and armor, and (3) domestic equipment—hammers and chains.

A review of the stage directions discloses five major functions (1) off-stage emphasis—shifting attention to action not visible to the audience, (2) symbolism—conveying desired meanings by association and convention, (3)

motivation—providing logical cues for lines and stage business, (4) atmosphere—creating mood by stimulating the imagination, and (5) theatrical intensification—producing climatic emphasis in "big scenes."

Proceeding to a more debatable topic this study offers a method of classifying the conjectural sounds, i.e., sounds not called for by stage directions but implied by the lines or the nature of the scene. References which are descriptive do not require an accompanying sound effect; references which are actuating suggest that sound effects were intended since their omission would seriously hamper the obligatory stage business.

The production of sound effects was largely the responsibility of stage musicians since the majority of effects are produced by musical instruments. Evidence that sounds were produced in several different areas of the playhouse, in response to both audible and visible cues, implies that a single method of cuing was unlikely. The prompter-bookkeeper was assisted in cuing by the actors and by stage assistants, many of whom were able to take direct cues from the script or from the action on the stage.

Two factors influenced the general employment of sound effects, the type of play and the changing conditions of dramaturgy and stagecraft. A greater number and variety of sound effects are called for in tragedies and histories than in comedies; symbolic and atmospheric effects predominate in tragedy and conventional and realistic effects predominate in history plays. The increasing influence of the indoor theatre resulted in a modification of certain sound effects, and a better balance between the auditory and visual elements.

In general, the playwrights employed sound effects for (1) realism, (2) suggestion, and (3) stage convention; the difference being largely that of technique rather than intent. The consistency with which certain patterns were followed suggests that conditions of production were remarkably uniform. Some of these patterns include (1) the use of atmospheric and symbolic sound effects in initial and terminal scenes, (2) the establishment of time and place in scene transitions by realistic sound, and (3) "time-binding," i.e., the stabilization of continuous action throughout several scenes.

Thus, Elizabethan sound effects were employed in much the same fashion as they are today in radio and motion pictures—for a heightened sense of realism and for emotional stimulation. Their frequency and variety suggest that the use of sound effects was more vital to the pro-

duction of Elizabethan plays than is the case today because of their conventionalized nature and the prominence of the auditory medium in the Elizabethan theatre.

Abstracted by JAMES W. BROCK, *Albion College*

**Hindman, Jeanie, Louise, "Theories of Acting: Aristotle to Lucian. A Collection of Ancient Writings Which Exist in English Translation and Which Give Some Apparently Trustworthy Indications as to the Technique of the Actors of Greece and Rome," Ph.D. Thesis, Louisiana State University, 1950.**

This study surveys all available English translations of Greek and Roman authors, whether or not the subject matter pertained to the theatre, to discover any statements concerning histrionic techniques of the actors of Greece and Rome. Research began with the Iliad of about the ninth century B. C. and extended through the fourth century writings of the Christian era.

Considerable pertinent information was discovered to indicate the ancients were familiar in principle, if not necessarily in name, with "seeming naturalness," empathy, visual memory, emotion memory, sincerity, as well as sound methods of training the voice and body.

Abstracted by CLAUDE L. SHAVER, *Louisiana State University*

**Malton, Vera Ellen, "Stage, Mise en Scene, And Audience," Ph.D. Thesis, Cornell University, 1951.**

This work intends to show the close relationship that exists in the theatre between the audience, the stage, and the *mise en scène*. The latter term is employed in the broad sense of of theatrical art, i.e., the common work of all—excluding the dramatist—who, to whatever degree, assist in the production. The theatre audience is noted as a psychological crowd, the characteristics of which are modified by the social surroundings, the physical playhouse, the acting of the play, the visible elements of stage scenery, costumes, lighting, properties. With regard to the creation of the attitude of the audience toward a play, this study supports Kjerbühl-Petersen in the view that the dominant aim of production should be to remind the spectators that they are in a theatre, and that a "theatrical" or "illusion-hindering" atmosphere in production (as contrasted with a "reality" or "illusion-furthering" atmosphere) is more favorable for the "aesthetic enjoyment" of a play

whether it be produced in a standard theater or in an intimate playhouse. The influence on modern staging theory and practice of Appia and Craig, and of Fuchs and Percy MacKaye, is also touched upon, as is the impact of the poetic drama of Moody, Anderson, Eliot, and others.

The study finds the conventions of contemporary *mise en scène* swinging away from the exact realism of the latter part of the nineteenth and the first quarter of the twentieth centuries toward a theatre of the imagination. It concludes that the contemporary theater generally is seeking greater, rather than less, intimacy between actor and audience; and that the physical factors in the *mise en scène* will tend to determine in large degree the direction which the theatre of the future is to take.

Abstracted by BEDFORD THURMAN, *Cornell University*

**Woods, Donald Z., "A History of the Theatre in Minneapolis, Minnesota, from Its Beginning to 1883," Ph.D. Thesis, University of Minnesota, 1950.**

This thesis examines, records and interprets the role that the theatre and related forms of entertainment played in the history of Minneapolis, Minnesota, from 1849 when that community was a frontier village until 1883 when it had attained a metropolitan status and when the erection of the Grand Opera House introduced a new era in theatrical affairs.

As background for the study, the early part of the thesis traces the presence of the drama within the territory, beginning with the "garrison theatricals" at Fort Snelling in the 1820's and the professional companies which came up the Mississippi to appear in St. Paul as early as 1851.

Founded by New Englanders and, therefore, frequently described as "the Boston of the West," Minneapolis, during the period examined, was a somewhat unique combination of Eastern and frontier cultures, the former characteristic evidenced in the immediate establishment of a lyceum society and of singing schools, in the appearance of such lectures as Bayard Taylor and Ralph Waldo Emerson, and in the numerous concerts of "the singing Yankees," the Hutchinson family. Somewhat smaller than St. Paul and less favorably situated as to river transportation, Minneapolis may also have possessed a reputation for Puritanism which deterred theatrical companies from seeking engagements in the community. St. Paul, just fifteen miles away, had numerous theatrical events in the 1850's, but, during the decade, Minneapolis

was visited by only one professional acting troupe, that of the Sallie St. Clair Varieties which made an appearance during the summer of 1857. Nine years elapsed before another company appeared in Minneapolis, but, thereafter, each season witnessed the presence of dramatic companies, many of them known only in the territory, and others, such as those of Laura Keene, Joseph Jefferson, Lawrence Barrett, Mary Anderson and John McCullough, with national reputations.

Perhaps the most important period during the time span explored in this study was 1878-1883, when the local scene was dominated by the permanent stock companies. So strong and popular did these companies become that only the best of touring attractions, headed by such stars as Fanny Davenport, Thomas W. Keene and Robson and Crane, cared to enter the territory to compete with the resident stock troupes.

Concerning the attitudes of the community toward the theatre, a clergyman or an irate editor occasionally might voice a protest against the theatre, but, in general, the public and the press approved of the drama, considering its presence a symbol of culture and refinement, as well as a form of entertainment. With unceasing energy, the press urged generous attendance for performances of "the classics," voiced its mortification whenever the visits of recognized stars or performances of the classics were not well attended, demanded better supporting companies for the traveling stars and better repertoires for the "local" troupes, and lectured the citizenry on its conduct at the theatre.

In addition to an examination of the actors, their dramatic vehicles, the organization of stock companies, attitudes of the community and the press, etc., the study includes descriptions of each of the theatre buildings of the period, photographers of several of them being provided in the text. Scenic effects, especially those created by local artisans, are also reported in some detail.

The study also includes a chronological listing of all professionally performed entertainments in Minneapolis during the period studied—dramas, minstrel shows, musical events, lectures and readings, circuses, panoramas, etc. A second appendix, records the names of performers who appeared in Minneapolis, the dates of their appearances and the name of the play or company with which they were associated.

Much of the material for this study was obtained from the newspapers of Minneapolis and St. Paul, from histories and reminiscences,

post-graduate studies, program collections, private papers, press books and from interviews with men who were personally associated with the theatre of early Minneapolis.

Abstracted by FRANK WHITING, *University of Minnesota*.

**York, Zack Lee, "Lee Simonson: Artist-Craftsman of the Theatre," Ph.D. Thesis, University of Wisconsin, 1950.**

Lee Simonson's career in the theatre parallels the renaissance of modern theatre production in this country and is an application of the new ideas in theatre and stagecraft which began to exert a noticeable influence on the American stage in the early years of the twentieth century. The record of his achievements in stage design is not only the record of one of the foremost scenic designers of our times but also the record of much that is best in the scenic art of the American theatre during the same period.

Mr. Simonson's career in the theatre is unique because of his affiliations with the Theatre Guild which for a decade at least was the closest thing to a professional art theatre existing in America. Because this group was dedicated to the production of types of plays largely neglected by the professional theatre, Mr. Simonson, as a member of its board of directors and its principal designer for many years, enjoyed opportunities denied to many of his fellow designers. He has not, however, limited his activities to set designing. As the author of many studies on subjects of the theatre including several books, as theatre consultant, lecturer and educator he has made his influence felt in a variety of ways and remained active in the theatre to date.

Although this historical study is limited for the most part to the consideration of Mr. Simonson and his scenic art, it is important to understand the background and nature of the movement to which his efforts contributed. It is also important to be cognizant of the circumstances under which most of his important work was accomplished. Therefore, this study begins with a short survey of the New Movement in Europe and its early manifestations in America where it assumed the nature of a revolution in stagecraft. A brief history of The Theatre Guild, its board members and its activities to the time of Mr. Simonson's resignation from the group is included in order to familiarize the reader with the personalities, ideas and ideals involved in the cooperative

enterprise with which he was associated for twenty years.

The discussion of Mr. Simonson's work as a designer begins with his amateur efforts with the Washington Square Players. Photographs are included of four settings which are discussed in detail. His early ideas on stage design and the characteristics of his work as revealed by the settings mentioned above are noted. Conceiving of scenery as a functioning element of unified dramatic production, he reveals as the most dominant characteristic of his early designs, a use of strong vivid colors, boldly handled in a poster-like fashion.

The major portion dealing more lengthily with Mr. Simonson's professional career as a scenic artist includes detailed analysis of fifteen productions selected as representative of his work over his entire career to date, and indicative of the variety of styles in which he worked. These plays with photographs of the settings are as follows: *The Faithful*; *Liliem*; *He Who Gets Slapped*; *Back to Methuselah*; *The Tidings Brought to Mary*; *The Adding Machine*; *Masse Mensch*; *Goat Song*; *Marco Millions*; *Hotel Universe*; *Roar China!*; *Elizabeth the Queen*; *Idiot's Delight*; *Amphitryon* 38; and *The Ring of the Nibelung*. (Forty photographs of selected scenes from other plays and a general discussion of other productions are included in the appendices.)

The settings for fifteen productions which are discussed in detail are considered not as isolated works of scenic art but as functional elements of actual production. They are considered in respect to the demands of the play and the author's intentions, to the needs of the director and the actors, and to their effectiveness in performances as revealed by critical comment of writers of the times. These selected settings serve as practical illustrations of the application of Mr. Simonson's theories and methods and as significant examples of the progress of scene design.

From the analysis of Mr. Simonson's settings and a study of his ideas on scene design a few major conclusions may be stated here. He reveals himself as a practical man of the theatre who recognizes the role of the designer in the theatre as an interpretative one. Scenery to him is a plan of action, an environment for actors, and a supporting element in unified production intended to help make "seeing believing." Techniques and methods are important only as they meet the problems and needs of the particular play. A man of vision and imagination, an artist and a craftsman, Mr.

Simonson demonstrates in practice what he preaches in theory.

Following a bibliography are appendices including the material on other productions mentioned above, a bibliographical sketch of Mr. Simonson, a complete list of his professional productions, a list of the Washington Square productions, a list of Theatre Guild productions for the time Mr. Simonson was active in the organization.

Abstracted by JACK LEE YORK, *University of Wisconsin*

**Adams, Roland Norman, "An Analysis of the American Criticism of Sidney Howard," M.A. Thesis, State College of Washington, 1950.**

The purpose of this thesis is to determine the American critical response to the plays of Sidney Howard. The period covered dates from September 21, 1921, when Howard's first play, *Swords*, was presented, to May, 1949, the date when current criticism had been completed on the revival of *They Knew What They Wanted*, which opened in February of that year.

The plays written by Howard were divided into three periods. The first period covers the plays written from 1921 to 1930. The second period extends from 1931 through 1935; and the third begins with 1937 and concludes with Howard's death in 1939.

Through the productive period of Howard's life the bulk of critical opinion ranged from enthusiasms to definite disappointment. Critics agreed that his finest plays were *They Knew What They Wanted*, *The Silver Cord* and *Ned McCobb's Daughter*. The trend of critical opinion usually coincided with the response of the audience, but on a few occasions the critics praised plays that roused only brief attention from the public. This was particularly true of *Lucky Sam McCarver* and *Yellow Jack*. The critics regarded Howard as one of the major figures among American dramatists of the past thirty years. They viewed him as a master of dramatic technique and particularly skillful in characterization. They agreed, however, that Howard did not utilize these talents to produce a great play.

Abstracted by GRACE NEWELL MEEKER, *State College of Washington*

**Adelsperger, Walter Charles, "An Analysis and Production Book of The Silver Whistle, a Comedy by Robert E. McEnroe, with Especial Reference to Some of the**

**Problems Posed by Arena Staging," M.A. Thesis, Ohio State University, 1950.**

The objective of this thesis was the preparation of *The Silver Whistle* for presentation on an arena stage. To achieve this objective it was necessary (1) to analyze the play, (2) to determine the problems and principles of arena staging, and (3) to prepare a production book.

The principal generalizations regarding arena staging drawn from the production were: (1) that, for good sight lines, plays composed of scenes between few characters are more suitable than are plays that contain scenes between many characters, (2) that plays of much inherent movement are to be preferred above static plays, (3) that plays which depend greatly upon atmosphere are not eminently suitable, and (4) that principles governing movement and composition must be formulated from a point of view that differs entirely from the point of view from which similar principles are drawn for the proscenium type stage.

The play was produced on August 9, 10, 11, 12, 14, 15 at the Stadium Theatre, The Ohio State University, Columbus, Ohio.

Abstracted by WALTER ADELSPERGER, *The Ohio State University*

**Alexanian, Mariam Agnes, "The Creation of the Role of Elizabeth in Maxwell Anderson's Elizabeth The Queen and an Analysis of the Acting Problems Involved, M.A. Thesis, Michigan States College, July, 1950.**

The purpose of this study was to analyze and create the character of Maxwell Anderson's Elizabeth. This was done through a study of the Elizabeth as conceived by the author of the play. An historical summation was made of the period during which Elizabeth Tudor lived. A study was made of the psychological, sociological and physiological influences on Elizabeth. The role was then created by the author of this thesis, the production given and an analysis was made of the problems involved.

Abstracted by LUCIA C. MORGAN, *Michigan State College*

**Bennett, Frank David, "The Southern Character as Presented by American Playwrights from 1923 to 1947," M.A. Thesis, University of Florida, 1950.**

The question of how authentically American playwrights have portrayed the Southern white served as the point of inquiry for this study.

Eighteen plays produced in New York between 1923 (Lula Vollmer's *Sun-Up*) and 1947 (Tennessee William's *A Streetcar Named Desire*) were selected from those plays included in the annual publication of the "ten best plays" of each season.

A classification of the general sociological types such as "the lady and Gentleman of the Old South," "the Lady and Gentleman of the New South," "the Highlanders," and "the Southern Poor White" served as the basis for analyzing each play. The following major conclusions were noted: (1) the playwright has been successful in portraying the Southern character although he has not been successful in portraying the Southern scene; (2) the native Southern playwright more accurately depicts Southern life than does the non-Southern playwright; and (3) the plays of the South may be source material for social historians of the South.

Abstracted by DELWIN B. DUSENBURY, *University of Florida*

**Blodgett, Anne Ketcham, "Anna Cora Mowatt," M.A. Thesis, Cornell University, 1950.**

This is an evaluation of the work of Anna Cora Mowatt based on her writings and on the critical works that appeared during her career. Her qualities as a woman and her literary output are discussed, with special attention given to her acting abilities, using as sources the reviewers of newspaper and magazine drama critics, among them Edgar Allen Poe. Included are a biography of the actress, and an appendix quoting at some length over 200 items about and by her taken from nineteenth century sources.

Abstracted by SIDNEY FREEMAN, *Cornell University*

**Bode, William Theodore, "An Analysis and Production of Tom Robertson's Caste," M.A. Thesis, University of Pittsburgh, 1949.**

A study of backgrounds of Robertson's period, including the influence of the Bancrofts' acting technique on his style. The production record includes prompt book, scenery and costume sketches, light plot, and a record of audience response based partly on questionnaires distributed after the performance.

Abstracted by BUELL WHITEHILL, JR., *University of Pittsburgh*

**Cates, Alton R., "The One-Act Play on the Professional Stage; A Record of Production in New York City, 1900-1950," M.A. Thesis, Louisiana State University, 1950.**

This study examines the extent and nature of one-act play production on the professional stage of New York City from 1900-1950. The total number of such productions was six hundred ninety-one.

There were two periods in which the one-act play was important; from c. 1911 to c. 1922, when the little theatre, modeled on the European art theatre, flourished; and from c. 1932 to c. 1939, when worker audiences were sought by radical stages.

Many of the most prominent European and American playwrights wrote, and many well-known performers acted in, one-act plays.

Abstracted by CLAUDE L. SHAVER, *Louisiana State University*

**De Forest, Elsie Davis, "The Change in Woman's Moral Status as Shown in Plays Since 1870," M.A. Thesis, University of Kansas, 1950.**

General theme: drama as a focuser and director of thought.

Objectives: (a) to reveal that woman has gained independence and changed her morals; (b) that the plays disclose her social, economic and moral changes. Two fields investigated: (a) the changing field of woman's living; (b) playwriting which has reflected these changes. Procedure: a study of the changing social and moral circumstances, examples from plays that direct attention to these changes, which plays thus denote a changing public attitude.

Abstracted by ALLEN CRAFTON, *University of Kansas*

**Dodge, William Robert, "A Critical Evaluation of the Dramatic Theories and Practices of William Saroyan," M.A. Thesis, University of Wyoming, 1950.**

William Saroyan may be important to the theatre as a new, rejuvenating force to combat the influence of the established "Broadway" play. He tries to ignore recognized theatrical form and mechanical standards and attempts to inject his theories of life and the theatre into his plays. For this reason, his plays in general can be classified as thesis or problem plays.

His early environment and parental background are reflected in his dramatic works.

The characters in all of his plays carry a marked resemblance to the playwright in their actions and spoken thoughts. Saroyan attempts to include the element of "play" in his plays through the people in them. In his one-act plays he has made several attempts at some variations of the theatre, such as a ballet-play, a ballet-poem, an "opera," and a musical revue.

Although Saroyan denounces the use of recognized theatrical devices and techniques, he has incorporated a number of them in his plays. Many critics disagree with Saroyan in his abandonment of form, but most of them concede that he has added an element of freshness to the theatre. Saroyan, as a playwright, can perhaps be classified as a romanticist.

**Ellis, Riza Enid, "Some Audience-Centered Problems of Shakespearian Production," M.A. Thesis, University of Michigan, 1950.**

This thesis is a historical-descriptive study of some aspects of the Elizabethan environment in order to isolate the problems in any contemporary Shakespearian production which are due to the differences between the original audience and that for which it is being produced.

From the study of Elizabethan history and culture, and of Shakespeare's plays themselves, the author illustrates the fact that there are two fundamental causes for barriers between Shakespearean plays and today's audiences. First, we neither share nor are aware of the fundamental beliefs, the social and political systems, the experiences, tastes, interests, and prejudices of the Elizabethans. Second, we have our own philosophical background, social and political systems, interests, beliefs, and prejudices.

Both of these factors result in the problems of achieving a true emotional effect, and of making them vital and believable. In order to solve these a director must be familiar with the Elizabethan background, and comprehend the ideas Shakespeare projected through his plays. Only then can he analyze and isolate the special problems for a modern audience, and find ways to overcome them.

Abstracted by RIZA ENID ELLIS, *University of Michigan*

**Elrod, James F., "The Influence of the Roman Mime on the Theatre and the Drama in France, England, and Italy Between 1000 and 1500," M.A. Thesis, Indiana University, 1950.**

The purpose of the study is to discover and appraise the influence of the Roman mime on the theatre and the drama in France, England and Italy between the years 1000 and 1500.

Evidence of varying degrees of influence was found in the minstrel performers, in the miracle, mystery and morality plays, in the farces and interludes, in the fool companies and in the commedia dell'arte. Similarities are noted in the theatrical nature as well as in thematic qualities.

The comic spirit of the mime, particularly that of an obscene nature, seems the most persistent influence.

Abstracted by RICHARD MOODY, *Indiana University*

**Feist, Frances Wilson, "An Analysis of the Playing of the Same Role in an Amateur and a Professional Production," M.A. Thesis, University of Kansas, 1950.**

The problem: playing of the role of Veta Louise in the comedy *Harvey* in an amateur production at the University of Kansas and in the professional, Broadway company. Material gathered through the author's playing of the role under these two situations. General topics discussed: (a) differences in techniques and procedures in the amateur and professional theatre, (b) advantages and disadvantages of one theatre procedure over the other. Specific topics: differences in production time, basis for acting, rehearsal methods, theatre discipline, audience reaction. General conclusion: each theatre shows advantages and disadvantages, each could profit from intelligent cooperation and collaboration.

Abstracted by ALLEN CRAFTON, *University of Kansas*

**Ferguson, Margaret Ellen, "A Creative Dramatics Project for Children of the Junior High School Level," M.A. Thesis Michigan State College, 1950.**

*Master Skylark*, an historical novel by John Bennett was selected as the story on which this project was based. The necessary background of the story was included. The problems of developing a scenario from the novel were discussed. The scenario was written. The problems of staging the project were discussed under Scenery, Costumes, Make-up, and Lighting. Cue sheets, rehearsal schedules and prop lists were provided. The last chapter included suggestions for similar projects with other grade

levels. An appropriate list of stories for similar groups was also included.

Abstracted by LUCIA C. MORGAN, *Michigan State College*

**Fitch, Polly May, "The Use of Comedy in the Dublin Trilogy of Sean O'Casey," M.A. Thesis, Cornell University, 1950.**

After analysis of the sources of comedy in the Dublin Trilogy, with examination and comparison of their structural relationships to the themes, the author concludes that the *Shadow of a Gunman*, *Juno and the Paycock*, and to a lesser degree *The Plough and the Stars*, adhere closely to the psychological dictum that a variety of comic overtones which do not violate unity of impression will reinforce the total impact of tragic art.

Abstracted by GIFFORD WINGATE, *Cornell University*

**Forsberg, Charlotte E., "The Literary and Educational Backgrounds of the New York Dramatic Critics," M.A. Thesis, Miami University, 1950.**

An investigation and evaluation of the writings and education of nine contemporary New York dramatic critics. Included are: a short biography of each critic, and a complete list of all books, plays and magazine articles written by each critic.

Abstracted by HOMER N. ABEGGLEN, *Miami University*

**Fulks, Lewis L., "The Problems of Drama and Their Relationship to the Building of a Theatre for Abilene Christian College," M.A. Thesis, University of Southern California, 1950.**

This thesis is a study of the problems to be considered in designing a functional educational theatre for Abilene Christian College. Careful consideration has been given to all future uses and requirements of the plant. Included are floor plans of the present auditorium as well as proposed plans for the new plant. The study and the plans are based upon the actual experiences of theatre workers and are meant to serve as an architect's guide without restricting his own individual tastes when he completes the final design. While emphasizing the peculiar problems to be met at Abilene Christian College, the study includes many problems that must be considered in designing any educational theatre.

Abstracted by HAROLD FLOYD, *University of Southern California*

**Gongwer, Howard C., "The Writing and Staging of Three Original One-Act Plays: The DP, A Two Legged Animal Without Feathers, and In The Same Boat," M.A. Thesis, Indiana University, 1950.**

Three original one-acts along with staging plans, lighting lay-outs, rehearsal schedules, etc., are presented in this study. The full project included production and public presentation of two of the plays.

An account of the development of the plays from their inception to final script copy is given in the first section. A concluding section of the appendix is devoted to audience criticism of the plays and their productions.

Abstracted by RICHARD MOODY, *Indiana University*

**Goodale, Jane Maginn, "An Analysis of the History, Organization, Financing and Operation of the Community Theatres of Michigan," M.A. Thesis, Michigan State College, June, 1950.**

An investigation was conducted to locate the Community Theatres of Michigan. There were thirty-one, exclusive of the Detroit area. Twenty-nine of this number expressed a willingness to cooperate in the study, but only twenty-two completed the questionnaire sent by the author. The twenty-two were divided into three groups. Group I, those communities of ten thousand or less population. Group II, those communities with a population from ten to fifty thousand and Group III, above fifty thousand.

A summary of the data collected shows that approximately eighty-nine plays were given each year, total performances ran between three and four thousand, fifteen thousand people in Michigan belonged to a Community Theatre group and the total audience was approximately thirty-six thousand. Some groups restricted try-outs to members, but the tendency was toward open try-outs for the community at large. The tendency was toward salaried directors, particularly in Group III.

Abstracted by LUCIA C. MORGAN, *Michigan State College*

**Gregory, William Alfred, Jr., "The Production of George Bernard Shaw's Heartbreak House on a Small Stage and a Written Analysis of the Directing Problems In-**

volved," M.A. Thesis, Michigan State College, 1950.

The purpose of this creative thesis was to present Shaw's *Heartbreak House* on a small stage and to analyze the problems involved. Besides the director's prompt book, the following chapters are included. Choosing the Play, Pre-rehearsal Preparation, Casting and Rehearsing the Play, and Production Analysis. Deleted speeches were included with an explanation of why particular cuts were made. The author concluded that the problems of using a small stage had been 'met successfully, but recommended shortening the second act.

Abstracted by LUCIA C. MORGAN, Michigan State College

**Headings, Lois Shepherd, "Call Me a For-eigner, The Writing and Producing of an Original Full Length Play," M.A. Thesis, Indiana University, 1950.**

The entire project for this original included not only the writing of the play but a stage production. All of the technical aspects of the production: lighting, staging, etc. that could be recorded are set-down along with the copy of the play.

A section on the "Writing of the Play" gives all of the background for the composition: origin of the idea, the development of the plot and characters and the progressive construction in relation to dramaturgical rule and convention.

Abstracted by RICHARD MOODY, Indiana University

**Hume, John Griffith, "Humor Characterization In the Plays of William Wycherley," M.A. Thesis, Stanford University, 1950.**

The problem is to determine the extent to which Wycherley employed humor characterization in his plays. Ben Jonson's plays are examined in order to arrive at a definition of humor characterization. The basis of the definition is found in the well known quotation from *Every Man Out*:

"As when some one peculiar quality  
Doth so possess a man. . . ." etc.

It is shown that humor characterization is a method of satirization. For example, through an analysis of Wycherley's plays, it is discovered that Dapperwit is only mildly satirized and is only mildly humorous; Don Diego and the Widow Blackacre are seen to be at the oppo-

site extremes. They are strongly satirized and wholly "possessed" of a humour.

It is concluded that Wycherley's practices of using self-contained, highly rational characters (Horner, Harcourt, Manly, Valentine, etc.), characters who exhibit both rational and humorous traits (Sparkish, the Fidgets, Mrs. Squeamish), and his relatively small use of truly humorous characters, can probably be interpreted as evidence of a growing disbelief in the concept of humors during the restoration period.

Abstracted by JOHN G. HUME, Sacramento State College.

**Kaiser, Louis Howard, "A Theatrical History of Laramie, Wyoming, 1868-1880," M.A. Speech, June, 1950.**

An account of the theatrical history in Laramie, Wyoming, during the 1870's is presented. The history starts with the first known theatrical performance given in Laramie, and concludes with the last entertainment of 1879. The report includes a brief general sketch of the city of Laramie that explains why the town-site was founded, what sort of people settled it, and what type of homes, and entertainment these people had. All of the Laramie theatres in existence during the period of the 70's are described.

The legitimate productions and the entertainments presented by the variety theatre are described. The reviews of entertainments, printed by pioneer journalists, are included to indicate that the people of Laramie were discriminating in their theatrical tastes and preferred the legitimate productions more than the variety theatre. Comparative statements regarding the types of entertainments, audiences, and the physical features of the early theatres are made in order to draw correlations between the Laramie theatre and theatres in other sections of the country, especially the Rocky Mountain Region. The entertainers who appeared in Laramie are identified, whenever possible, as to their prominence in the theatrical world of the period.

Abstracted by DEAN G. NICHOL:

**Kesler, Hal O'Neil, "An Objective Study of the Effectiveness of Certain Basic Techniques of Playwriting," M.A. Thesis, Indiana State Teachers College, 1950.**

**Problem.** This study had two purposes: first, to determine what techniques would be adapted by experienced playwrights in attempting

to overcome deficiencies that might appear in a play; second, to test those techniques for proof of their effectiveness.

**Method.** Sixteen performances of an original one-act farce-comedy were given under widely varying conditions. Guided by audience response, certain parts of the play were judged to be deficient. Techniques used by experienced playwrights were used in revising the play. The play was then re-presented, reactions of subsequent audiences being carefully compared with those of early audiences for proof of the efficacy of the devices used.

**Findings.** Eight playwrighting techniques used almost universally by practiced playwrights were found to be effective in adding to audience understanding and enjoyment of a play. These techniques are as follows: establishing the mood early, using only those characters absolutely necessary, preparing the audience for important events by antecedent planting of necessary facts, presenting scenes desired by the audience, having a definite and clear cut climax, placing the laugh at the end of a line, making dialogue consistent with the character, and using unexpected turns in both action and dialogue.

Abstracted by TEACHERS COLLEGE JOURNAL, Indiana State Teachers College

**Kittle, Russell Dale, "A Study of the Dramatic Criticism of Four New York Newspaper Drama Critics: Brooks Atkinson, Louis Kronenberger, Ward Morehouse and Richard Watts, Jr., 1939-1949," M.A. Thesis, University of Florida, 1950.**

The drama critic appears to be a by-product of the theatre, although his criticism is a vital and living force in the theatre. The brief historical survey of New York newspaper drama criticism indicates a vast store of available data and the need for further study. Through consulting *Variety's* "Critics' Box Scores," 1939-1949, and a rank-order method, the four leading newspaper critics active throughout the decade were selected as subjects. Biographical data served to define each critic's particular background and viewpoint. An analysis of their comments on the Pulitzer Prize Plays and the Drama Critics' Awards according to theme, structure, acting and setting indicated a stressing of the play rather than the other theatrical arts. The four critics, always willing to recognize and encourage new talent, generally were objective regardless of their own viewpoints. The newspaper critic has justly earned his in-

fluent position by his accurate judgement, keen sensibility and sense of responsibility.

Abstracted by DELWIN B. DUSENBURY, University of Florida

**Knowles, Robert L., "The Dublin Gate Theatre (1928-1948)," M.A. Thesis, University of Florida, 1950.**

This study traces the development of the Dublin Gate Theatre from its founding in 1928 to its American tour in 1948. The story of this remarkable Irish company should interest any student of the theatre, as the problems it faced seemingly are the same which a repertory company still must face. The study sought to determine how the Gate developed, to show how it affected the drama and theatre practices of Ireland and other countries, and to discover the secret of the success of its repertory system of production. The purposes, policies, and practices of the Gate are contrasted with those of other theatres in Dublin. A chronological list of the production is included.

Abstracted by H. P. CONSTANS, University of Florida

**Kramer, Elaine, "Children's Theatre and Arena Style," M.A. Thesis, University of Denver, 1950.**

The purpose of the study was to: (1) select a group of three children's plays, (2) prepare scripts for their production in the arena style of staging, and (3) to ascertain if plays done in this style still retain an appeal to children's audience.

The three plays chosen were *Cinderella*, *The Steadfast Soldier*, and *The Stolen Prince*.

**Conclusions:** Children seemed to feel closer to the play; production costs were lower; cast was able to move about freely forgetting stage techniques. The staging in arena style was definitely a success.

Abstracted by WILLIAM BOAST, University of Denver

**Landfield, Jerome Blanchard, "The Characterization of Joan of Arc in Drama: 1798-1822," M.A. Thesis, Stanford University, August, 1950.**

After a discussion of the respective characterizations of Joan of Arc by Shakespeare, Voltaire, and Southey, the study concentrates on three plays written between 1798 and 1822. In the American thesis play, *Female Patriotism*; or, *The Death of Joan D'Arc* (1798), John Daly

Burk made Joan such a mouthpiece for his own revolutionary sentiments that the play failed. In the German romantic tragedy, *Die Jungfrau von Orleans* (1801), Frederick Schiller made Joan an interesting heroine of tragic stature, and the play was extremely successful in its time. In the English melodrama, *Joan of Arc; or, The Maid of Orleans* (1822), Edward Fitzball saves Joan's life in order to make her a conventional heroine. Critics were disturbed, and the audience must have been also, for the play was a failure. All three playwrights departed from the existing legend of Joan of Arc. Only Schiller was able to depart from the legend and make Joan interesting at the same time making no rash departures which would seriously hamper the effectiveness of the play.

Abstracted by JEROME B. LANDFIELD, *University of Missouri*

**Leppert, Elmore, "Bird of Darkness," M.A. University of Southern California, 1950.**

An original, three-act play based on a study of the life of Edgar Allan Poe.

Abstracted by ADRIAN L. BROWN, *University of Southern California*

**Levy, Donald, "A Comparative Study of the Dramatic Art of the Three Great Greek Tragic Poets as Illustrated in Their Handling of the Electra Myth," M.A. Thesis, University of Southern California, 1950.**

The plays compared are Aeschylus' *Choephoroi* and the *Electra* plays of Sophocles and Euripides. The purpose of the study is to give a clearer insight into the lives of the three great poets, their art, and their times by comparing the only extant plays dealing with the same subject-matter and treated by all three men. Since the study is based entirely upon these three plays, the internal evidence from the plays themselves is of greatest importance, although emphasis also is placed upon the background of the plays, authors and upon comments by authorities in the field. The thesis, therefore, includes the major points concerning history, origin, and technical workings of the classical Greek drama and its theatre in the fifth century, B.C. Each poet is considered separately and then compared. These individual analyses are divided into two parts, one consisting of biographical data and the other of information concerning the period during which the dramatist lived. The introductory

material is then used to supplement and illuminate the internal analyses of the three plays.

Abstracted by DONALD LEVY, *University of Southern California*

**Linsenmeyer, Jane Georgette, "The Hand Puppet," M.A. Thesis, The University of Michigan, 1950.**

This investigation aims to show why the selection of hand puppets is a wise choice for puppetry beginners, and makes a study of effective and practical methods of constructing puppets and producing puppet shows.

First, the author read works of well-known puppetry artists, while background material was found in certain other historical references. Second, techniques of professional puppeteers on television were observed, and technique analyses were made on the basis of the reading material.

Third, experiments were made, putting observed principles to test by making puppets and practicing their manipulation.

Puppets are easy to make and operate. Close attention to acting rules and thorough rehearsals are required for successful shows. Essentials are: facial expression exaggeration, simplicity of stage setting, and effective lighting. Action is the prime requirement for a puppet play. Careful design in costuming is required to give the puppet a good form. There are many profitable possibilities for the diligent puppeteer.

Abstracted by JANE GEORGETTE LINSEMEYER, *The University of Michigan*

**MacNaught, Nancy Lee, "A Production Book of Hedda Gabler by Henrik Ibsen," M.A. Thesis, Stanford University, 1950.**

The purpose of this thesis is to present the complete evolution of the production of Henrik Ibsen's *Hedda Gabler* which was presented in the Stanford Little Theatre. An analysis of Ibsen and his ideas as shown in *Hedda Gabler* is followed by a detailed analysis of the play and its intended effect upon the audience. A complete prompt script with illustrations shows the details of production, and is supplemented by a technical analysis including charts and tables. All material is, in some way, related to the final presentation of the play before an audience.

Abstracted by NANCY LEE MACNAUGHT, *Pasadena City College*

**Mahovlick, Frank, "Influences of Artificial Illumination Upon the Theatre," M.A. Thesis, University of Southern California, 1950.**

The thesis is an historical survey of the changes in the theatre which have been brought about by the direct influence of artificial illumination. A brief discussion of each period and the prominent technicians is included.

Abstracted by **RICHARD B. FRAZER**, *University of Southern California*

**Mather, Patricia Ann, "The Theatrical History of Wichita, Kansas, 1872-1920," M.A. Thesis, University of Kansas, 1950.**

Problem: the compilation of the story of the period. Theatrical gathered through examination of local papers, programs, pamphlets, interviews. General divisions: 1872-1890—the establishment of the theatres; 1890-1910—the theatre's heyday; 1910-1920—its decrease in significance and popularity. Theatres, actors, plays are listed and discussed. Greatest justification for the work; the complete bibliography of playbills, stories of the several theatres, lists of casts.

Abstracted by **ALLEN CRAFTON**, *University of Kansas*

**McIntyre, Barbara May, "A Preliminary Study and Evaluation of Suitable Stories for Creative Dramatics," M.A. Thesis, University of Minnesota, 1950.**

The purpose was to discover (1) what type of story—true, fantasy, moral or nonsense—children prefer for Creative Dramatics playing, (2) what qualities, according to the child's point of view, constitute a successful Creative Dramatics story, and (3) to establish criteria for their selection.

Data was secured by child evaluation of thirty-two stories selected and recorded by the writer. These stories were divided into eight groups of four each. Each group contained a true, moral, fantasy, and nonsense story. Each story was evaluated by the children before and after its playing. Two hundred seventy-five children in fourth and fifth grade classes in Evanston Public Schools took part in test.

It was found that in general, children of this age seem to prefer true stories that contain (1) real and interesting characters, (2) many characters, (3) fun, (4) excitement, (5) opportunity to build to a climax.

Titles and sources of stories used appear as an Appendix to the study.

Abstracted by **KENNETH L. GRAHAM**, *University of Minnesota*

**Meeker, Douglas Moran, "An Acting Technique Through Movement Education," M.S. Thesis, University of Wisconsin, 1950.**

This thesis is concerned with an approach to an acting technique through movement education. It is the purpose of the study to make suggested applications of a kinesthetic theory of motor learning to the problems of the actor. Most systems for training the actor have emphasized the vocal and intellectual aspects of acting but minimized training the body as an expressive instrument.

The study is divided into two general categories; the theoretical relationship between the kinesthetic theory of movement and acting; and the practical application of this theory to the problems of the actor. The organization within these two major divisions is suggested by the major elements that facilitate the technique of the actor: imagination, expression and emotion, dramatic analysis, and rhythm. These are discussed in turn in relation to kinesthesia and its application and contribution to the development of each in an acting technique. The second part deals with specific applications of the kinesthetic theory of movement education to the actor in terms of suggested exercises related to the elements of technique mentioned above.

Abstracted by **DOUGLAS M. MEEKER**, *State College of Washington*

**Papousek, Mary Lucille, "A Design of Lighting Equipment for Xavier Auditorium, Saint Mary College," M.A. Thesis, Stanford University, 1949.**

Analyses of the needs of auditorium lighting, the existing building, and the present lighting situation are stated. A workable lighting plan is given with recommendations for lighting the auditorium, an installation schedule and the lighting equipment needed. The complete lighting recommendations include comparisons of existing equipment (selections made on basis of efficiency and cost); detailed expense (labor, tax, and freight) of entire recommended project of wiring, equipment, and control-board; and pictures and drawings of the auditorium and equipment.

Abstracted by **MARY LU PAPOUSEK**, *College of the Holy Name, Oakland, California.*

**Powers, Velma M., "An Interpretative Analysis of Robinson Jeffers' *Medea*," M.A. Thesis, University of Oklahoma, 1950.**

The play, *Medea*, by Robinson Jeffers was analyzed to discover the creative technique of the author's craft and to determine what the interpreter of the author's art must use as his technique if the potential communication in the selection is to become actual.

A brief comparison of Jeffers' *Medea* with the *Medea* of Euripides was made to see in what ways the modern drama, which was a free adaptation of the Greek tragedy, conformed and contrasted with the original. An aesthetic analysis, was made to see how the intrinsic and extrinsic factors common to all fine art apply to the dramatic elements in Jeffers' *Medea*. This analysis reveals the technique of the poet and provides for the interpreter an intellectual and emotional concept of the drama. Following the aesthetic analysis, the major problems existing in bodily action and vocal expression which confront the oral interpreter in communicating the meaning and aesthetic values discovered are given full consideration as they relate to this particular work of art. The interpretative analysis in this study shows one way to integrate the technique of the author with that of the interpreter.

Abstracted by VELMA M. POWERS, *University of Oklahoma*

**Prlain, Peter, "A Brief History of Early Theatre for Students of Dramatic Literature," M.A. Thesis, University of Denver, 1950.**

Purpose of this study was to gather in a simple, easily visualized manner, those essential facts about the Greek, Roman, medieval, and Elizabethan periods which might better help the reader visualize the plays of these periods as they were originally produced and aid him in establishing the mood of the productions without the inclusion of any extraneous materials.

This study required examination of the work of the most eminent theatre historians and the selection of those pertinent facts regarding the drama of the above periods. This study further required the use of visual aids in the form of sketches, engineering drawings, and paintings.

As a result of the combination of the findings it was possible to present a brief history of early theatres which might prove useful to students of dramatic literature who must read plays rather than see them produced.

Abstracted by JOANN WEIDNER, *University of Denver*

**Purdin, Larry, "The Changing Coat-Line in Men's Costumes From the Period of Henri IV and Marie de' Medici to the Present Day," M.A. Thesis, University of Southern California, 1950.**

A technical study of the historical evolution and development of the coat-line in men's wearing apparel. The time span covered by this work is from 1589 to 1950. The author finds that the acid test of time and utility have usually governed the life span of any fashion in men's dress. He advances the idea that the outstanding feature of men's dress as it is known today, the conformity of type, the simplicity and resistance to change, are characteristics which have been gradually acquired as a result of the social shift from aristocratic supremacy to dependence for business and social success on public approbation.

Abstracted by FESS E. PARKER, JR., *University of Southern California*

**Reintjes, Maurine Howell, "A History of Latter-Day Saint Pageantry From 1847 to 1947," M.A. Thesis, Indiana University, 1950.**

This investigation of Latter-day Saint pageantry is devoted to the scope and use of pageantry by the various church organizations, an appraisal of the type and caliber of the presentations, a study of the pageant masters and some general speculations on the use of pageantry to propagate Latter-day Saint doctrine.

The study begins with a discussion of the pageant-like history of the Latter-day Saints: their settlements in Illinois and Missouri, their march across the plains, their entrance into the Salt Lake Valley in 1847 and ends with the centennial pageants of 1947 in Utah and the presentation of *America's Witness For Christ* on Hill Cumorah in New York state.

Full treatment is given to the community, secular, parade-like and commemorative pageants and to the employment of pageantry by the following church organizations: Seminary, Mission, Genealogical Society, Relief Society, Sunday School, Mutual Improvement Association, Primary and Priesthood.

Abstracted by RICHARD MOODY, *Indiana University*

**Rock, Norman Easton, "Design and Technical Production of the play, Build No Fence Around Me by Alexander Green-dale," M.A. Thesis, Stanford University, 1950.**

The problem set forth in this thesis was to realize the total design and physical production of this original script in terms of the technical and personnel facilities as well as the budgetary limitations of the Stanford Little Theatre and, following this, to analyze and summarize the same in book form.

The specific method employed in the production book was to set down the steps taken in creative analysis for the design of settings, costumes and lighting for this particular production and to record its technical execution in illustrative as well as written form. In this manner, the emphasis lies in the attempt to describe the stage designer's realization of a visual scheme in practical terms. Conclusions are reached as to the degree of success achieved in matters of style employed and other technical considerations.

Abstracted by NORMAN PHILBRICK, *Stanford University*

**Ryan, James S., "The Lake Michigan Playhouse—A Report on Its Inception, Organization, Development, and Achievements," M.A. Thesis, Kent State University, 1950.**

This thesis points out the need for more local theatres throughout America, raises the question as to why most attempts to establish such theatres have failed, then reports the planning, establishment, organization, and first season's operation of the Lake Michigan Playhouse at Grand Haven, Michigan, in the summer of 1949. In this venture college students, with help of the local community, achieve modest success in their first season, and plan for further development as a permanent institution in years to follow. The author feels that report will be of value to others who are planning to establish a local theatre.

Abstracted by G. HARRY WRIGHT, *Kent State University*

**Ryan, Patrick Martin, Jr., "Romantic Drama In Spain 1834 to 1844," M.A. Thesis, Stanford University, 1950.**

This work is a study of the nature, origins, and history of nineteenth century Spanish Romantic drama. The distinction between romantic and neo-classic drama is early established,

and some suggestion is made of *Siglo de Oro* drama's importance in the evolution of Continental drama. The study begins with a summary of significant documents defending nationalist drama, written by liberal critics of the Golden Age and the eighteenth and nineteenth centuries, then a discussion of the most important of foreign influences, formal and philosophic, upon Spanish Romantic drama, especially in Germany, England, Italy, and France. Next, the genre itself is treated, through detailed analyses of eight outstanding plays—*La Conjuración de Venecia*, *Elena*, *Macías*, *Don Alvaro*, *El Trovador*, *Carlos II*, *Los Amantes de Teruel*, and *Don Juan Tenorio*. The final section deals briefly with Spanish Romantic drama's artistic merit in relation to other dramatic forms, foreign and domestic, preceding, during, and following the nineteenth century Romantic Movement.

Abstracted by PATRICK MARTIN RYAN, JR., *Sonoma Valley High School, California*

**Salisbury, Harold E., "A Critical Analysis of Some of the Problems Involved in the Revival of Nineteenth Century American Melodramas (1867-1910)," M.A. Thesis, University of Southern California, 1950.**

The purpose of this study was two-fold: (1) to examine some of the major problems involved in the staging of nineteenth century American melodrama and (2) to offer to the prospective revivor suggestions designed to aid in the solution of production problems involved.

Special attention is given to those "playable qualities" of the melodrama which may be expected to hold the most appeal for modern day audiences.

The study analyzes the problems involved in the selection of a suitable script, the planning of the action, and the stage setting. Practical suggestions are offered for introducing the actors to "old style" melodrama and the desired style of acting is discussed.

The study includes some helpful suggestions for procuring authentic scripts and the appendix lists a representative selection of melodramas produced prior to and during the era of the "Ten-Twenty-Thirties."

Abstracted by ADRIAN L. BROWN, *University of California*

**Sheehan, John Paul, "The Directing Methods of W. S. Gilbert," M.A. Thesis, Miami University, 1950.**

An investigation of the techniques of stage direction employed by W. S. Gilbert in the

direction of the Gilbert and Sullivan operettas. Main sources of information consisted of biographies, autobiographies and memoirs of actors and producers and critics who were contemporaries of W. S. Gilbert.

Abstracted by HOMER N. ABEGLLEN, *Miami University*

**Smith, Herbert Leigh, "The Theatre of the Future: A Translation of the Théâtre de l'Avenir, by Georges Vitoux," M.A. Thesis, Cornell University, 1950.**

This work, written during the last decade of the nineteenth century, is a discussion of the best practice in the design and building of theatres, with examples taken from the important periods in theatre history. An analysis is also given of the functional and spatial divisions of a theatre building, indicating how these divisions should be planned so as to best serve the purposes for which they were intended.

In the introduction to this work the author, Georges Vitoux, stresses the necessity for architects, engineers, and mechanics—as well as theatre specialists—to make use of all available resources and knowledge in order to arrive at the "ideal" theatre. This ideal theatre, he says, is only partially represented by the examples given throughout the study.

Abstracted by EDWIN R. HANSEN, *Cornell University*

**Stephens, Ann Barham, "A Survey of the Little Theatre Movement in Texas Colleges and Communities," M.A. Thesis, Texas Christian University, 1950.**

The writer's purpose in this study was to gather information permitting an over-view of the Little Theatre movement in Texas as it existed in 1947. A detailed questionnaire was sent to universities, colleges, and community Little Theatre groups throughout the state. From the data thus obtained, a detailed analysis of dramatic activities at eleven Texas colleges and universities and in nine community theatres was made. The history of these groups and their contemporary organization were described and compared.

Abstracted by E. L. PROSS, *Texas Christian University*

**Stevenson, Florence Miriam, "Child's Play," M.A. Thesis, University of Southern California, 1950.**

This play deals with the Salem, Massachusetts, witch scare of 1692. It shows the tragedy

brought on an innocent girl by a jealous child and the mob psychology of the period.

Abstracted by JOHN WILLIAM WARREN, *University of Southern California*

**Stirwalt, Katherine, "An Experiment of Shelley's 'The Cenci' to Test the Values of Interpretation," M.S. Thesis, Indiana State Teachers College, 1950.**

**Problem.** The problem under consideration was to discover if a show becomes better due to the time and energies spent by the director in interpreting roles, or if average college students are capable of presenting an equally good show with their own interpretation and without the assistance of a director's interpretation.

**Procedure.** Two casts with actors of equal ability were selected to present the play on alternate dates. Actual rehearsals began with each cast rehearsing on alternate days. Although the same general blocking of action was given to both casts, the following distinction was made: Cast I, the non-interpreted group, were given complete liberty to interpret their own roles. Cast II, the interpreted group, received constant interpretation from the director, supplemented by information concerning the play itself, such as the historical background.

**Conclusions.** Judges were selected from the faculty and saw both casts perform on alternate days. From the rating sheets submitted by the judges it was concluded that the actors in Cast II, the interpreted cast, performed better individually and as a unit than the actors in Cast I. According to the statistics, Cast II's performance was approximately ten percent better than Cast I's performance.

Abstracted by TEACHERS COLLEGE JOURNAL, *Indiana State Teachers College*

**Tolch, Charles John, "The Design and Execution of a Production of George Bernard Shaw's Heart-Break House for a Small Stage with Limited Facilities and an Analysis of the Problems Involved," M.A. Thesis, Michigan State College, 1950.**

This study was divided into three sections. Section I involved a study of the play, an analysis of the problems as defined by Shaw. Section II, the planning and designing of the whole production for a small stage, and Section III, the construction and execution of the designs.

Following the production of the play, an analysis was made of the problems involved.

Abstracted by LUCIA C. MORGAN, *Michigan State College*

**Weese, Stanley Albert, "Gas Lighting on the English and American Stages During the Nineteenth Century," M.A. Thesis, University of Illinois, 1950.**

This study which is based chiefly on technical manuals, scientific and architectural journals, traces the use of gas illumination in the theatre from its beginnings, when theatres had to manufacture their own gas, to the introduction of electric lighting at the end of the last century. The writer traces the refinement of the equipment for theatrical use, and includes diagrams and detailed descriptions of the gas table, or central control panel, and the water-joint, which was the gas equivalent of the modern floor pocket. Instruction manuals of the period are quoted at length to illustrate the special painting techniques required by the new illuminant. Part of the study describes with diagrams various devices for controlling and changing the color of the light.

The invention of the electric light cut off the use of gas before it had been fully developed artistically.

Gas is shown to have been influential in the development of realism and the "peep-hole" stage, hastening the abandonment of the deep apron.

Abstracted by DANIEL KREMPER, *University of Illinois*

**Wessler, Jessica Miller, "The Civic Theatre Theory of Percy MacKaye," M.A. Thesis, University of Southern California, 1950.**

The ideas and theories for a national civic theatre, as proposed by Percy MacKaye, are presented. A comparison is made between these propositions and our contemporary civic theatre. The benefits of MacKaye's theatre project contribute toward the welfare of the nation, the community, the theatre, and theatre artists. Employment, public endowment and presentational requirements are governing factors in its establishment. This theatre suggests, through its possible development, a higher quality of drama. The civic theatre idea provides a necessary outlet for certain human drives through a world-wide sociological understanding. Suggestions are presented for the development of this civic project stemming from our contemporary community theatre. The existing theatre organizations; A.N.T.A., A.E.T.A., E.T.A., are historically explained and

compared, in their existing status, to the goals of Percy MacKaye's civic theatre theory.

Abstracted by DONALD M. ANTAKY, *University of Southern California*

**White, William, "The Autobiographical Elements as Manifested in the Outstanding Plays of John August Strindberg," M.A. Thesis, University of Southern California, 1950.**

The purpose of this study is to determine the extent to which autobiographical elements are found in selected plays of John August Strindberg and to analyze the relationship between these autobiographical factors and his reputation as having been the precursor of "modernity." The study shows that Strindberg's plays were colored by his own experiences. Selected scenes are quoted from many of his plays and are shown to bear a direct relationship to incidents and ideas of his own restless life. He upheld his principle that where there is life there is drama, and he revealed his own self with a kind of psychological genius.

Abstracted by HAROLD FLOYD, *University of Southern California*

**Wiening, Victor, "The Characteristics of Fantasy as Revealed by One Hundred Plays," M.A. Thesis, Louisiana State University, 1949.**

In order to identify the characteristics of fantasy, this thesis examines 100 modern plays so classified. Although such categories of drama as tragedy, comedy, melodrama, farce, and the *drame* have been analyzed for identifying characteristics, there is no similar analysis of fantasy.

This thesis first reviews statements by prominent critics concerning the traditional characteristics of drama as a whole. The 100 plays are examined for the use of these characteristics—theme, plot, conflict, setting, language, music, and the dance. Then, they are examined for certain special characteristics mentioned by the critics—the supernatural, symbolism, and atmosphere.

It can be concluded from these examinations that dramatic fantasy has certain *sui generis* characteristics:

1. Extraordinary (i.e., impossible) elements in plot development.
2. The almost invariable presence of supernatural characters.
3. An atmosphere dependent on numbers 1 and 2.
4. Occasional non-realistic settings.

5. Predominance of happy endings.
6. Inconsistent use of music and the dance.
7. Traditional language (chiefly prose), theme and conflict.
8. Complex and often highly original dramatic structure.

Abstracted by VICTOR WIENING, *Louisiana State University*

**Zieve, Morton Irving, "A Production Book for Elmer Rice's Play, Street Scene," M.A. Thesis, Stanford University, 1950.**

Production was based on the premise that the play is not highly organized according to plot but depends on novelty of naturalistic style for unity. The goal of production, therefore, was to create as high a degree of similarity to corresponding real life situation as possible. The thesis is a complete record of every phase of production, and includes: critical consideration of Rice's techniques as a playwright; determination of style and form of *Street Scene*; historical background and formal determinants of naturalism; scene-by-scene analysis of play; prompt-book which includes floor plans, all stage business, cues for all effects, pictures; newspapers reviews, and author's own critical evaluation.

Abstracted by MORTON ZIEVE, *Stanford University*

## VI. Speech and Hearing Disorders

**Anderson, John O'Deen, "A Descriptive Study of Elements of Esophageal Speech," Ph.D. Thesis, The Ohio State University, 1950.**

The purpose of this study was to describe elements of esophageal speech. Twelve laryngectomized persons who had developed esophageal speech served as subjects.

Each speaker read a multiple-choice intelligibility test, one-hundred PB words, and a list of five-syllable phrases. Simultaneous recordings were made of the phrases composing of the lists (voice recorder), volume of air used in speech, and movements of the abdomen and thorax (pneumopolygraphs).

Intelligibility was determined by a panel of 12 judges. Phrases were analyzed for rate and intensity. Pneumopolygraph recordings were analyzed for volume of air used and synchrony or asynchrony of the movements of the abdomen and thorax and intake of air into the mouth. Judges transcribed the PB lists phonetically.

X-rays of the esophagus and stomach areas were obtained immediately following a maximal inspiration of air into the esophagus and the other immediately following maximal expiration accompanied by a sustained [a]. The difference in the volume of air present in the esophagus as computed from the two exposures was treated as esophageal vital capacity.

Rank order correlations were determined: (1) intelligibility and rate of speaking intelligibility lists; (2) intelligibility and volume of air used in speech; (3) intelligibility and intensity; (4) intelligibility and esophageal vital capacity; (5) esophageal vital capacity and duration of a sustained [a]; (6) esophageal vital capacity and volume of air used in speech; (7) standard reading time and esophageal reading time; (8) synchronization of intake of air into the mouth with movements of the thorax and abdomen; (9) ability to produce different sounds intelligibly; and (10) over-all intelligibility and the number of sounds correctly identified.

1. The elements of esophageal speech that appear to be directly related to high intelligibility are: (1) intensity, (2) number of sounds produced correctly, and (3) duration of phonation.

2. The volume of air used by esophageal speakers in speaking is small and is stored in the esophagus. The range among the speakers extended from an amount too small to measure to 18.055 cc per word with a mean of 9.485 cc. No specific optimum amount was determined.

3. Three relationships with respect to intake of air into the month and movements of the abdomen and thorax are apparent: (1) fixation of the respiratory movements of the abdomen and thorax takes place during the intake of air into the esophagus; (2) intake of air into the mouth is neither significantly synchronous nor asynchronous with inspiratory movements of the abdomen and thorax; (3) the abdomen and thorax exhibit synchrony of gross patterns but not in details.

4. Reading rate of esophagus speakers is significantly slower than standard reading rate.

5. Esophagus speakers produce some sounds more intelligibly than others. Sounds listed from most to least intelligible are: (1) vowels, (2) laterals, (3) glides, (4) nasals, (5) voiced consonants, (6) initial consonants, (7) stop-plosives, (8) final consonants, (9) voiceless consonants, (10) fricatives.

6. Intelligibility is presented as an appropriate criterion measure for evaluating esophageal speech.

Abstracted by HENRY M. MOSER, *Ohio State University*

**Calvert, James J., "Verbal Behavior As a Predictor of Personality Syndromes," Ph.D. Thesis, Ohio State University, 1950.**

This study was designed to investigate the relationship between the degree to which individuals are able to communicate ideas, as defined by specific aspects of verbal behavior, and the degree of personality adjustment as defined by selected measures of the Rorschach test.

Forty neuropsychiatric patients in a veterans hospital served as subjects. Verbatim recordings were made of their replies to 11 interview questions. Typescripts of their responses were prepared and the total number of letters making up the words used by each subject was counted. The interview protocols were analyzed for three purposes. The first was to determine the amount of the Subject's verbalization (number of letters) that could be considered relevant to the questions. This material comprised the first speech variable and was defined as the ratio of the Subject's relevant verbalization to his total verbalization. It was called *Communicative Efficiency*. The second purpose was to determine the amount of non-descriptive verbalization within the relevant material and its ratio to the total amount of verbalization. This was labelled *Communicative Intensity*. The third purpose was to determine the amount of descriptive or modifying verbalization within the relevant material. This ratio was called *Conceptual Richness*.

The remaining verbalization was judged to be irrelevant to the stimulus questions and was called *Spilling Over Material*. The ratio of Spilling Over Material to the total amount of verbalization was computed.

The Rorschach test measures used as criteria for validating speech variables were, a) percentage of Adequate Form plus Movement responses, b) percentage of Adequate Form, and c) percentage of Inadequate Form plus Color responses.

The hypothesis of no relationship between the degree to which the individuals were able to communicate ideas and the degree of personality adjustment can be rejected. The results obtained with reference to the specific hypotheses were: a) the relationship between Communicative Efficiency and the percentage of Adequate Form plus Movement responses of the Rorschach test yielded a  $\rho = .41$  (significant below the 1% level of confidence); b) communicative Intensity was correlated with the per-

centage of Adequate Form responses,  $\rho = .47$  (significant below the 1% confidence level); c) the relationship between Spilling Over Material and the percentage of Inadequate Form plus color responses,  $\rho = .28$  (significant below the 5% level of confidence); and d) the relationship between Conceptual Richness and the percentage of Adequate Form plus Movement responses was not significant,  $\rho = .13$ .

When 12 subjects were reinterviewed one and one-half to four months after the first interview, the following rank-difference correlations were obtained for the verbal measures: Total Verbalization, .78; Communicative Efficiency, .68; Communicative Intensity, .73; and Conceptual Richness, .26. The first three correlations are significant below the 1% level of confidence.

Three Judges analyzed five interviews and obtained the scores for computing the speech variables. The Product-moment correlations between the scores made by the Judges ranged from .75 to .88 ( $N = 55$ ) indicating a significant reliability of judgements below the 1% level of confidence.

The investigation demonstrated that quantified measurements could be obtained as an estimate of the efficiency with which patients could communicate ideas. These measurements were shown to be significantly related to other quantified measures of adjustment.

Abstracted by S. D. MORFORD, *Ohio State University*

**Darley, Frederic Loudon, "The Relationship of Parental Attitudes and Adjustments to the Development of Stuttering," Ph.D. Thesis, State University of Iowa, 1950.**

This study is part of a larger project designed to explore the presumably relevant attitudes and adjustments of the parents of stuttering children in an attempt to determine whether they are qualitatively or quantitatively different from those of the parents of matched non-stuttering children.

A Kinsey-type interview comprising 846 questions covering 20 main areas of information was devised and used in the individual interviewing of each of the parents of 50 stuttering children. In addition, the parents were administered two paper-and-pencil personality and attitude-toward-stuttering questionnaires. Each of the children was given an individual intelligence test and those of appropriate age the Rogers Test of Personality Adjustment.

An analysis of a portion of the data suggests

the mothers of the stuttering children to be characteristically striving for social status or security, somewhat dissatisfied with their husband's employment, their neighbors, and their husbands as fathers. They appear to possess high standards generally and rather distinctively high standards regarding speech behavior in young children. Coupled to these and a heightened consciousness of speech may be an irritability or sensitivity that makes them particularly prone to keep after their children to make them measure up to their high expectations. Information about the control group, may or may not make this picture less distinct and less distinctive.

However, in most areas there appears to be a rather close agreement between the parents and a generally healthy picture of adjustment. The possibility suggests itself that the greatest differences to be revealed by the inter-group comparisons may relate rather specifically to evaluations of speech behavior.

With regard to the onset and development of stuttering the present findings lend support to the diagnosogenic theory of stuttering.

The children's performance on the Rogers Test of Personality Adjustment reveals generally good adjustment except for importantly elevated scores on "Social Maladjustment." This response pattern may be interpreted as "result" just as reasonably and probably more reasonably than as "cause."

Analysis of the balance of the data must await the completion of the interviewing and testing of the matched control group of parents of 50 non-stuttering children. (For data on one-half of the control group see Conlon, Sarah E., "The Relationship of Parental Attitudes and Adjustments to the Development of Stuttering." Unpublished Master's Thesis, State University of Iowa.)

Abstracted by FORREST L. BRISSEY, *State University of Iowa*

**Jones, Elihu Le Roi, "An Investigation of Stuttering Viewed as Learned Behavior with Special Reference to Experimental Extinction and Spontaneous Recovery,"** Ph.D. Thesis, State University of Iowa, 1950.

This study was designed to observe the effect on stuttering of the introduction of a time interval following five successive readings of the same passage.

The apparent correspondence between the findings of the present study and those from certain learning experiments appear to warrant

the following major conclusions:

1. Adaptation of the stuttering response appears to be a process similar to experimental extinction.

2. Spontaneous recovery of the strength of the stuttering response is demonstrable following adaptation of the response.

3. Stuttering may be meaningfully regarded and investigated as a form of learned behavior.

Abstracted by FORREST L. BRISSEY, *State University of Iowa*

**Kester, Dorothy Gertrude, "The Development of Speech Correction in Organizations and in Schools in the United States During the First Quarter of the Twentieth Century,"** Ph.D. Thesis, Northwestern University, 1950.

Speech correction today occupies an esteemed place among the learned professions. This situation developed because of the state of mind of leaders in this field during the first quarter of the twentieth century. Their insistence upon high standards for themselves and for all who wished to practice speech correction drew the profession into academic repute, the like of which it had never before enjoyed.

Speech correction as a scientific discipline has grown almost entirely in the years since 1925, when The American Speech and Hearing Association was founded. Records of those recent years are in the archives of the Association. It is to the twenty-five years that preceded that founding that this study was addressed. Since activities in speech correction were sporadic and unorganized before 1900, and since surveys of those years had already been made, it was the years of the first quarter of this century that needed a chronicler. This paper grew from an investigation of writings on speech correction in periodicals of the day and in the proceedings of meetings as well as from personal correspondence and interviews. This latter technique was possible because of a striking circumstance. Many of the men and women who were the founders of the Association and who were pioneers in modern speech correction are still living. It is unusual for an organization or a profession to have grown to the size and the significance of The American Speech and Hearing Association and of speech correction in general within the lifetimes of many of their founders. That so swift a growth should also be so accompanied by devotion to the principles of research and of the scientific method makes that twenty-five year period one which should be understood by everyone in

this field. A present-day teacher's dependence upon, and indebtedness to, the intellectual integrity of the persons who molded our early philosophies ought to be recognized and acknowledged by us all.

Research for this study brought together information about the men and women who developed speech correction in this country and about the early corrective work in colleges and public schools and in organizations active in the first part of the century. As information on this period was gradually assembled, a pattern of growth began to be apparent. If The American Speech and Hearing Association may be said to have fostered this growth since 1925, it was desirable to discover the organizations which had made possible the founding of that group. It seems to have sprung, not from the spiral of evolution so much as from the concentric circles of revolution. The National Education Association found itself faced with a group of teachers of English, in 1912, who demanded meetings of their own. This secession produced the National Council of Teachers of English, which group found itself facing another group of insurgents who were not satisfied with the amount of time given at the English conventions to the field of speech. These seventeen dissatisfied men met in 1914 for the first sessions of what was to become The Speech Association of America. A few years later, another circle broke loose and because of a desire for greater specialization of the convention sessions, and for increased freedom to expand the activities of speech correction. The American Speech and Hearing Association was formed in 1925.

Once the association had been formed, conventions held and a journal published, the field was likely to expand rapidly. This is just what happened, under the guidance of men of steadfast purpose and the determination to hold the profession to the same standards as those of the other scientific disciplines. First came research, with its facts and its inescapable conclusions. Then followed the making of a philosophy of speech correction, based upon those facts. Soon, public schools and colleges were utilizing those facts and that philosophy in their curricula and the era of which we are today a part was launched.

This study seeks to be a record of the words that came out of that first quarter of the twentieth century, words that are all we have to tell the story of our beginnings and of our goals.

Abstracted by DOROTHY KESTER

**McConnell, Freeman Erton, "Influence of Fenestration Surgery on Bone Conduction Acuity," Ph.D. Thesis, Northwestern University, 1950.**

A little more than a decade ago, an effective surgical therapy for the relief of deafness was innovated in this country. This surgical technique, known as the fenestration operation, is indicated for that type of hearing impairment which is diagnosed as clinical otosclerosis.

While earliest reports were concerned with the effects of the operation on air conduction hearing, in recent years an interest in bone conduction changes as a result of surgery has arisen. Observations of a typical bone conduction pattern before and after surgery led to the hypothesis that mechanical modifications attending clinical otosclerosis produce decreased bone conduction acuity as well as the decreased air conduction, and that surgery at least partially reverses these changes. It was the purpose of this experiment to investigate the influence of fenestration surgery on bone conduction thresholds.

The data for the present experiment were obtained from the results of two identical series of audiometric tests administered to fifty-eight patients who had been given a medical diagnosis of clinical otosclerosis. Each series, administered monaurally, included for both ears of every subject an air conduction and a bone conduction audiogram, a speech reception test, and a phonemic discrimination test. The first series was obtained approximately two weeks before surgery. The results of the pre-operative tests were compared to those of the second series, which were obtained three months after the date of surgery.

The testing equipment consisted of a commercial pure tone audiometer and a commercial speech audiometer. Pure tone air and bone stimuli were provided by the former; with the latter, recorded tests of Auditory Test No. 9 and the Harvard Phonetically Balanced Lists were employed to obtain measurements on hearing for speech. The testing was conducted in the audiometric testing chambers at the office of three practising otologists.

The data gathered in the present investigation were analyzed statistically. The main findings which emerged may be summarized under two main headings: (1) changes in air conduction hearing and (2) changes in bone conduction hearing.

*A. Changes in Air Conduction Hearing*

1. The ears subjected to surgery obtained significant improvement in acuity for air-borne

sound. The mean improvement for pure tones was 25.9 db for the 500-2000 c.p.s. band, while the average gain for speech was 26.2 db.

2. Improvement by individual frequencies was fairly constant up to and including 2000 c.p.s., but was significantly and progressively less from 3000 through 8000 c.p.s. The mean improvement in air conduction thresholds at each frequency was as follows: 23.5 db at 125 c.p.s., 24.4 at 250, 25.1 at 500, 25.9 at 1000, 26.7 at 1500, 25.4 at 2000, 16.9 at 3000, 12.5 at 4000, and 8.8 db at 8000 c.p.s.

3. The gains in acuity for pure tones (500-2000 c.p.s.) and for speech for the twenty-nine patients over 38 years of age were equivalent to the gains achieved by the twenty-nine patients under 38.

#### B. Changes in Bone Conduction Hearing

1. The ears undergoing surgery obtained significant improvement in hearing by bone conduction for pure tones from 1000 through 4000 c.p.s. Acuity by bone conduction in the contralateral ears remained essentially unchanged.

2. The greatest amount of mean improvement was 8.5 db at 2000 c.p.s. The mean improvement in bone conduction thresholds at each frequency was as follows: 1.2 db at 250 c.p.s., 1.4 at 500, 6.5 at 1000, 7.4 at 1500, 8.5 at 2000, 6.4 at 3000, and 4.2 db at 4000 c.p.s. The changes at 250 and 500 c.p.s. were statistically non-significant.

3. As with air conduction, patients over 38 showed greater pre-operative losses, but the amount of bone gain was equivalent to that obtained by patients under 38.

4. The residual air-borne gap, as estimated from the 500-2000 c.p.s. band, was approximately equal, on the average, regardless of differences in magnitude of the initial air-borne gap shown by the various subdivisions on the basis of age or surgical suitability. Thus, regardless of their average initial conductive losses, the various sub-groups achieved mean residues of conductive loss which were essentially equivalent. The average residual air-borne gap for the entire group was 18.8 db.

Abstracted by FREEMAN MCCONNELL, University of Wichita, Institute of Logopedics

Miller, William Eugene, "Phonetic Discrimination of Normal Hearing and Perceptively Deafened Listeners in Quiet and in Noise," Ph.D. Thesis, Northwestern University, 1950.

Various investigators contend that a normal

ear which is temporarily deafened by masking noise functions similarly to one having a perceptive loss. The present investigation was a test of this hypothesis.

#### Goals:

1. To describe the degree to which a given type of subject, i.e. normal hearing or perceptively impaired, maintained similar patterns of phonemic discrimination under listening conditions selected for study.

2. To determine the equivalence in discriminatory abilities between the normal ear and the impaired ear under the same listening conditions.

Seventeen normal hearers and seventeen persons having perceptive hearing loss served as subjects.

The speech reception threshold of each subject was determined by live-voice presentation of selected spondaic words. In the phase known as Condition I, Harvard Phonetically Balanced Word Lists were presented at specific levels relative to the individual's speech reception threshold. In Condition II, PB lists were administered 25 decibels above the individual's threshold for spondees. Thermal noise was mixed electrically with the speech and reached the subject's ear at certain levels relative to his threshold for the noise. Condition III was similar to Condition I except that the PB lists were presented against a background noise. Each subject was given enough noise to produce a shift in speech reception threshold. PB lists were then presented at certain levels relative to the masked threshold. Condition IV was closely parallel to Condition II except that higher levels of noise were used. PB lists were presented 25 decibels above the speech reception threshold which was determined in Condition III while the noise level was varied.

Data were classified first upon the subject's own threshold for the two types of stimuli. Second, on speech-to-noise ratios based upon the average normal thresholds for the two types of stimuli.

Data were analyzed twice, once for each classification. Articulation functions were represented graphically and statistical analyses were made at each comparable speech level relative to the corresponding speech threshold or noise level.

#### Findings:

1. The ability of normal hearing subjects to discriminate speech materials varied as a function of the sensation level of speech relative to the speech threshold at the moment whether

listening was done in quiet or in noise. This applied both when sensation levels were computed on the basis of individual thresholds in the respective listening situations or on speech-to-noise ratios.

2. Normal hearing subjects yielded equivalent discriminatory functions whether presentation was in quiet or in noise provided only that all functions be matched either on the basis of equivalent sensation levels relative to the threshold of individual subjects or in terms of speech-to-noise ratios.

3. Ability of perceptively deafened subjects to discriminate speech materials varied as a function of the sensation level of speech relative to the speech threshold at the moment whether listening was done in quiet or in noise. This applied both when sensation levels were computed on the basis of individual thresholds in the respective listening situations or on speech-to-noise ratios.

4. Perceptively deafened subjects yielded equivalent discriminatory functions whether presentation was in quiet or in noise provided only that all functions be matched either on the basis of equivalent sensation levels relative to the threshold of individual subjects or in terms of speech-to-noise ratios.

5. The Speech discrimination ability of perceptively loss cases was relatively similar to that of normal hearing subjects. The masked normal ear was found to be equivalent in discriminatory function to the unmasked perceptively deafened ear.

Subjects with perceptively impairment tended to obtain discrimination scores which were slightly poorer than companion scores for normal hearers. Differences were numerically small, and circumstances under which they achieved statistical significance varied with the method of treating the data. The difference between the groups appears real. However, it is not of a variety which precluded conclusion that otherwise the performance of the groups was comparable.

Abstracted by WILLIAM E. MILLER, *Institute of Logopedics*

**Sands, Mary Kathleen, "The Acoustic Functions of the Length and Diameter of the Canal of Hearing Aid Couplers," Ph.D. Thesis, University of Wisconsin, 1950.**

The problem of this study was to discover the acoustic effect of widening or shortening the sound-conducting canal of lucite ear molds such as are worn on the receivers of many modern hearing aids. The investigation was

undertaken in the hope that from the individual audiogram it might be possible to prescribe the diameter and length of the canal that would bring the greatest benefit to the wearer of the hearing aid.

Twenty commercially manufactured and individually fitted ear molds formed the basis of the study. The canals of ten molds were reamed out twice, making thirty molds to be studied with regard to diameter; and the canals of ten others were shortened twice, making thirty molds to be studied with regard to length. Reducing the mold's "electrical impedance" by .01 megohm was the measure of each widening or shortening of the canal.

Twenty-one frequencies were chosen for measurement of the mold's response: 500, 600, 700, 800, 900, 1000, 1200, 1400, 1600, 1800, 2000, 2500, 3000, 3500, 4000, 4500, 5000, 5500, 6000, 6500, 7000 cycles. The response of each mold was measured both in the open air of the room and in the ear of the individual to whom it had been fitted.

In testing, the mold was snapped to the hearing aid receiver, to which had been cemented a coil of steel wire, which acted as a vibration pick-up. One end of the wire was inserted into the hole of a crystal phonograph pick-up. The pure tone signal from an oscillator, with pre-set input voltage, was fed to the receiver, picked up by the wire coil and crystal, transmitted to an amplifier, and the output measured by a voltmeter.

Since the receiver has been designed to compensate for the impedance of the ear, the inverted curve of the receiver response was used as the criterion for the mold response. The mean deviation of each mold's measurements from the mean impedance of the receiver was calculated for the frequencies below 2000 cycles and for those above 2000 cycles, and these figures formed the chart scores. The differences in chart scores caused by reaming or shortening the canal were calculated and judged significant or not by the statistical method of testing the null hypothesis.

The results of the study led to the following conclusions:

(1) In general, any change in the canal of the mold which lowers the "electrical impedance" improves the chart score.

(2) Chart scores of above 2000 cycles are improved by shortening the canal, but are not changed materially by reaming.

(3) Chart scores below 2000 cycles are improved by a slight amount of reaming, but too

much reaming destroys some of the improvement gained.

(4) Chart scores below 2000 cycles are worsened by shortening.

One type of hearing difficulty most frequently found is that of loss of acuity to high frequencies. Hearing aids are notably less satisfactory in remedying loss in this range. The results of this study would indicate that an improvement in audibility of high frequencies could be expected from shortening the canal of the mold. This shortening would at the same time make the lower frequencies less audible, causing a general "flattening" of the individual's hearing. The prominence of sounds of lower frequencies, increased as the wearer of a hearing aid turns up the volume, is one common difficulty the individual with "high frequency loss" encounters.

If the individual audiogram shows a loss of acuity to sounds of lower frequency, a slight reaming of the canal should bring improved reception. This reaming would not injure the mold's response to the higher frequencies, and a general improvement in hearing could be expected.

Abstracted by MARY KATHLEEN SANDS, *University of Wisconsin*

**Shutts, Ross Edwin, "Differential Sensitivity to Frequency Change in the Perceptively Deafened Adult," Ph.D. Thesis, Northwestern University, 1950.**

The study proposed to investigate the ability of the perceptively deafened ear to differentiate between two pure tones differing in frequency by small increments. The basic procedure consisted of developing and then administering tests of differential sensitivity to frequency change. Using the psychophysical method of constant stimulus differences, a series of three tests was constructed, one for each of the standard frequencies 500, 1000 and 2000 cycles per second. Each test consisted of 100 pairs of stimuli. Each stimulus was a pure tone of one-half second duration. The first stimulus in every pair was the reference tone, or standard frequency. The second stimulus, or variable tone, differed in frequency from the first by a predetermined amount. Ten variable tones were selected so that they covered a predetermined range of small deviations from the standard frequency. Half were higher and half were lower than the standard frequency. Each variable tone was matched with the standard frequency ten times, but the order of presentation was randomized. An interval of a half

second intervened between two members of a pair, and adjacent pairs were separated by four and a half seconds. Longer rest periods were included at appropriate intervals.

After the tests had been designed and appropriate equipment for the production of stimuli had been developed, the tests were recorded on magnetic tape. These tests were then presented to twenty perceptively deafened subjects and twenty normal hearing subjects at three sensation levels: 10, 25 and 40 db. Each of the subjects was given preliminary tests including an audiometric test, a speech reception test and a PB-50 test.

Difference limens, or the minimal detectable increments in frequency, were determined mathematically from the responses of the persons tested. This determination was accomplished by use of the probit method, a means of transforming the best fitting ogive into a straight line.

For the normal hearing group, the difference limens ranged as follows: from 6.42 cps at 10 db. to 3.28 cps at 40 db. for 500 cycles; from 9.16 cps at 10 db. to 4.51 cps at 40 db. for 1000 cycles; and from 15.58 cps at 10 db. to 8.86 cps at 40 db. for 2000 cycles.

For the perceptively deafened group, the difference limens ranged as follows: from 8.51 cps at 10 db. to 7.19 cps at 40 db. for 500 cycles; from 14.47 cps at 10 db. to 9.89 cps at 40 db. for 1000 cycles; and from 22.13 cps at 10 db. to 16.77 cps at 40 db. for 2000 cycles.

In both groups differential sensitivity tended to improve as intensity increased. There was also a tendency to approach a constant value, although the sensation level at which constancy was approached varied with frequency and type of ear.

Differential sensitivity for the normal ear was consistently better than that of the perceptively deafened ear throughout the range of frequencies and sensation levels tested.

Coefficients of correlation revealed that individual subjects in the normal hearing group showed considerable conformity to the group trend, particularly at the higher sensation levels. On the other hand, the perceptively deafened group showed less conformity to their own group. In general, higher correlations were obtained at sensation levels below 40 db. for the latter group.

It seems clear that perceptive deafness not only affects the ability to make pitch discriminations but that the involvement varies from one person to another. Further research is imperative, both because of the contribution it

can make to auditory theory and because of the increased clinical insight which it can foster. Abstracted by ROSS EDWIN SHUTTS, *University of Denver*

**Alexander, Elizabeth Ruth, "An Experimental Study of the Effectiveness of the Administration of Thiamin Hydrochloride in Preventing Stuttering Among Pre-school Children," M.A. Thesis, University of Florida, 1950.**

An experimental study of twenty pre-school children, presumably in the initial stages of stuttering. The cases were divided into a control group which was administered an inert dose and an experimental group which was given thiamin hydrochloride under medical prescription. After one month's time the dosages were reversed so in a sense each case was also control against itself.

It was concluded that the hypertensions of stuttering were reduced and in seventy per cent of the cases all evidences of the hesitations and repetitions of stuttering itself disappeared during the vitamin administration.

The study, which served as a pilot investigation, recommended continuation of the research on the value of vitamin B<sub>1</sub> as an additional aid to the prevention of stuttering in pre-school children.

Abstracted by LESTER L. HALE, *University of Florida*

**Alonso, Lulu Johnson, "Theories, Specific Therapies and Techniques for Use in Cases of Stuttering," M.A. Thesis, Michigan State College, July, 1950.**

The purpose of this study was to gather together in one volume the theories, specific therapies and techniques used by established speech correctionists in public schools, colleges and private clinics. Those well known correctionists who had published material were not included in the study, but their publications were discussed under *Review of Literature*.

A questionnaire was sent to seventy-two correctionists who recorded their theories, therapies and specific techniques. The data were compiled in the form of charts, tables and chapters. There was no agreement in the study on heredity and environment as a cause for stuttering. There was agreement that stuttering is a symptom. There was considerable agreement on treatment on the taking of a case history, the need for a physical examination. There was no agreement on the use of breath-

ing exercises, articulation exercises, psychoanalysis, the use of the bounce technique and the development of unilaterality.

Abstracted by LUCIA C. MORGAN, *Michigan State College*

**Andrews, Benjamin S., "The Function of Field Clinics in Promoting a Program of Speech Reeducation in Virginia," M.A. Thesis, State University of Iowa, 1950.**

In September, 1946, the University of Virginia instituted a field clinic program in an effort to meet the evident needs for extended speech correction services throughout the state. The program was activated within the public school system.

The study provides a detailed description of the field clinic program in terms of its nature, pre-clinic activities, examination procedures, and follow-up procedures.

This experience indicates: (1) Diagnostic field clinics are one of the most effective ways to begin a program of speech correction. (2) Diagnostic field clinics and surveys are inherently harmful unless followed by constructive practices. (3) Most of the clinic time should be spent in consultation and discussion with parents, teachers and school administrators, which suggests relatively light clinic case loads. (4) A clinic should be held only where the school evidences interest and cooperativeness. (5) A program of this nature should subside, or at least alter its objectives and services, as the public schools have the opportunity of taking on the program.

Abstracted by FORREST L. BRISSEY, *State University of Iowa*

**Bearss, Loyal Myron, "An Investigation of Conflict in Stutterers and Non-Stutterers," M.S. Thesis, Purdue University, August, 1950.**

The primary purpose of this study was to investigate the personality maladjustment of stutterers as compared to non-stutterers as reflected by the Rotter Incomplete Sentences Blank and the Adams Personal Audit. Secondary purposes were to ascertain the relationship between personality maladjustment and the severity of stuttering and the degree of agreement between two personality tests when administered to a population of stutterers and matched normal speakers.

Subjects were 23 male college stutterers and a group of non-stutterers matched on six criteria: 1) age, 2) grade placement, 3) school, 4)

American Council on Education Psychological Examination percentile scores at the time of University entrance, 5) veteran or non-veteran, and 6) sex.

The Incomplete Sentences Blank and the Personal Audit were administered to all subjects. The stutterers were rated on a 5 point scale by 3 trained speech clinicians according to the severity of manifested stuttering during a reading and speaking performance.

The following results were noted:

1. The stutterers and the non-stutterers were not differentiable with respect to the personality maladjustment as indicated by the Incomplete Sentences Blank or the Personal Audit.
2. There was no significant relationship between the judged severity of stuttering and the stutterer's maladjustment score on either of the two tests employed.
3. There was no significant agreement between the maladjustment scores obtained from the Incomplete Sentences Blank and from the Personal Audit.

Abstracted by M. D. STEER, *Purdue University*

**Burleson, Derwood E., "A Personality Study of Fourth, Fifth and Sixth Grade Stutterers and Non-Stutterers Based on the Bender Visual Motor Gestalt Test," M.S. Thesis, University of Pittsburgh, 1949.**

The personality of a group of fourth, fifth and sixth grade stutterers and a matched group of non-stutterers was compared by means of the Bender Visual Motor Gestalt Test. No significant differences were found.

Abstracted by JACK MATTHEWS, *University of Pittsburgh*

**Carlton, Robert L., "Some Effects of Progressive Electro-Convulsive Shock Therapy of the Speech of Psychotic Patients," M.A. Thesis, Ohio State University, 1950.**

Wire recordings of the speech of eight schizophrenic patients were made weekly during each of the phrases *Pre-Shock*, *Shock* (4 weeks), and *Post-Shock* (4 weeks) of treatment. Three-to-five minute samples of the patients' speech were then transcribed stenographically. With Type-Token Ratio the conditions were *Pre-Shock*, *Post Week 3*, and *Post Week 4*.

The F-ratio involving variances attributable to the three conditions were significant at the five per cent level of confidence, except in the instance of Type-Token Ratio.

1. Type-Token Ratio did not vary significantly.

2. Average sentence length became smaller

during *Shock*; then increased significantly (*t*, five per cent) following termination of shock.

3. Self-reference increased during *Shock*; then dropped significantly (*t*, five per cent) to a point below that of the *Pre-Shock* period.

4. Average speaking rate decreased from the upper extreme of the normal range to the lower extreme during *Shock*; then returned to approximately the *Pre-Shock* level following termination of shock.

5. Average reading rate followed a pattern similar to that of speaking rate.

Abstracted by ROBERT L. CARLTON, *Ohio State University*

**Choiniere, Robert Lee, "A Survey of Speech Therapies for the Cerebral Palsied," M.A. Thesis, Michigan State College, 1950.**

The purpose of this study was to gather together the various therapies for the cerebral palsied. The material was cross classified in two general groups: author and subject.

General conclusions, or similarities in definition and treatment were made. There was agreement by the contemporary leaders, whose work was investigated, that cerebral palsy is caused from a lesion or mal-development of that part of the brain having to do with motor responses. There was no agreement as to the conditions bringing about that lesion of mal-development. All authorities agreed that relaxation was the most important aspect of therapy.

Abstracted by LUCIA C. MORGAN, *Michigan State College*

**Dean, Martin James, "A Study of Some Personality Aspects of Deaf Adolescents," M.A. Thesis, Michigan State College, 1950.**

The author felt that the self-descriptive adjustment inventories were of considerable value in studying the aspects of personality of hearing individuals, but that because of the language retardation of the congenitally deaf serious obstacles were offered in applying the tests to the deaf. The purpose of this study was to construct an adjustment inventory for the deaf adapted to his limited use of language. It was designed to measure four aspects of adjustment. They were home, school, social and emotional. An attempt was made to standardize this inventory on the basis of the deaf themselves.

The validity of the adjustment scores was considered on the basis of a correlation with the ratings obtained from a trained staff of three. The correlation coefficient was found to be .58;

low, but statistically significant and of predictive value.

There was a low, but positive, relationship between increasingly better adjustment scores and higher chronological age and I. Q.

The group of congenitally deaf individuals did not appear to be emotionally disturbed within their own group.

Results indicate that language tests can be used for the deaf.

Abstracted by LUCIA C. MORGAN, *Michigan State College*

**Donewald, Marian H., "The Relation of Speech Sound Discrimination to Functional Articulatory Defects in Children," M.S. Thesis, Purdue University, 1950.**

This study was undertaken in an attempt to find the relationship between functional articulation defects and ability to discriminate between the same or different speech sounds. Accordingly, a test of one hundred paired sounds based on types of errors made on the articulation tests administered to the kindergarten children of the Evansville, Indiana public schools was prepared. Recordings of this test as spoken by the experimenter were made and administered under semi-controlled conditions to the fifty-three pairs of first grade children and twenty-five pairs from the second grade. The children were matched as to hearing ability, age, I.Q., grade, length of time in school, sex, and teacher.

The test-retest reliability was determined to be .98. The differences between the experimental and control groups were significant. Apparently the test is effective in distinguishing between normal and defective subjects on the basis of differences between means for the whole test and its component parts—errors on fricatives, plosives, and blends. Performance on the Speech Sound Discrimination Test has low relationship to I. Q., as measured by the California Test of Mental Maturity—Primarily 5-Form.

Abstracted by M. D. STEER, *Purdue University*

**Flamenbaum, Mildred, "Construction and Application of a Scale to Measure Attitude Toward a Passage of Speech Containing Voluntary Non-Fluency," M.S. Thesis, University of Pittsburgh, 1950.**

A scale was constructed to measure the attitude of listeners toward a passage of recorded speech which contained voluntary nonfluency.

Abstracted by JACK MATTHEWS, *University of Pittsburgh*

**Grange, Robert O., "An Investigation of the Attitudes of Employing Personnel toward Hiring People Who Stutter," M.A. Thesis, University of Denver, 1950.**

The purpose of this study was to discover the existing attitudes of several personnel directors in the Denver area toward hiring people who stutter. The personnel directors who took part in the investigation were interviewed.

Twenty-eight persons, representing various firms in Denver, were given an oral questionnaire which attempted to get information which would present an integrated picture of the attitude of employing personnel.

Findings: (1) The larger concerns were more likely to hire a "Stutterer" than smaller companies, (2) that most employers would hire a "stutterer" in positions where speech was not too important, (3) that speech disorders *per se* are not usually the essential criteria for employing a speech handicapped person, (4) that personnel directors on the whole are not aware of the characteristics of stuttering, and (5) that speech-handicapped workers were considered by their employers to be effective in their positions.

It was recommended that further study in this field be conducted, and it was suggested that such study would result in benefit both to employers and to "stutterers."

Abstracted by JOHN BUCHANAN, *University of Denver*

**Hatcher, Caro, "Significant Factors to be Considered in a Curriculum of Speech Re-education in the Field of Cerebral Palsy," Ph.D. Thesis, University of Denver, 1950.**

This experiment was concerned with the formulation of a course of study in speech education in the field of cerebral palsy. It included a study of some thirty C.P. children, ranging in age from 2½ to 20 years. Most of the cases were observed for a period of two years, some for ten weeks only. Each child had been pronounced educable.

A primary conclusion of the project was the importance of perception stimuli for these children, inexperienced and lacking stimulation for speech development as they are.

Physical limitations of cerebral palsy children often demand tactual and kinesthetic approaches to stimulation. These methods were

used in this study in dealing with the various problems of speech development, and significant, successful results were obtained.

A group therapy approach was also effective in connection with the pre-school children. The results of the experiment in this regard were sufficiently significant to warrant the use of group therapy as a recognized method of approach to the problem of speech development of the physically handicapped.

Abstracted by JOHN BUCHANAN, *University of Denver*

**Houchin, Thomas Douglas, "Selected Projects in Speech Correction," M.A. Thesis, State University of Iowa, 1950.**

I. Speech correction activities for cerebral palsied children sponsored by the Minnesota State Crippled Children Services are described. Results of the program indicate: (1) Speech training can be carried out in the home with observable progress. (2) There is a need for refined techniques applicable by parents. (3) Field clinics may provide professional speech help otherwise unavailable. (4) The field clinic program allows a unique and valuable opportunity for parent counseling with regard to the cerebral palsied child.

II. Bulletins written for use in the field speech clinics are reproduced. The areas of cleft palate speech, cerebral palsied speech, stuttering, the hard of hearing child, diagnostic speech examinations, and careers in speech correction are included.

Abstracted by FORREST L. BRISSEY, *State University of Iowa*

**Kavanagh, James Francis, "A Comparison of the Aphasic and Schizophrenic Syndromes in Children," M.S. Thesis, University of Wisconsin, 1950.**

This study grew out of clinical conferences about certain children who presented problems of differential diagnosis involving schizophrenia and aphasia. In view of the recent increase in research and study of the psychotic child, it seemed that a similarity might exist between the two clinical pictures which could result in misdiagnoses. In this study, the childhood syndromes of aphasia and schizophrenia are examined and then compared. Both the material in the literature and cases from the files of the speech clinic of the University of Wisconsin were used as sources for the study.

The following conclusion was drawn: The syndromes of childhood aphasia and schizo-

phrenia are significantly overlapping. This overlapping can be explained on one or more of the following bases:

1. They may constitute one disease entity.
2. They may be two disease entities with a common cause.
3. Childhood schizophrenia may cause aphasic symptoms.
4. Childhood aphasia may cause schizophrenic symptoms.

Abstracted by JAMES F. KAVANAGH, *University of Wisconsin*

**McCoy, Malcolm Ballard, "An Experimental Study of the Effectiveness and Efficiency of Two Methods of Audiometric Testing on a School Population Grades Three to Seven," M.A. Thesis, The University of Virginia, 1951.**

This thesis was an experimental study of the comparative efficiency and effectiveness of the Pure Tone and Speech Phonograph methods of testing hearing in a school population grades three to seven. The two methods were applied to the same population and the group and individual performances were then compared. The method is unique because it is the first time these two methods have been compared in this way. Two screening tests were given with each method and those failing two screens with either method were given a complete pure tone audiogram. Upon comparison of the group performances, it was found that, while the speech phonograph method discovered more cases of potential hearing losses, the pure tone method discovered a greater number of actual hearing losses. Significantly, the pure tone method did not discover all cases of actual hearing losses. Comparing individual performances, it was found that many different combinations of results were obtained. For example, some subjects failing two screens with the pure tone audiometer passed the first screen with the speech phonograph. Hence, it seemed that qualitative as well as quantitative factors must be considered in any hearing test, and that these must be explored before ascribing a hearing loss as such.

Abstracted by MALCOLM B. MCCOY, *Western Reserve College*

**Pizzat, Frank J., "A Personality Study of College Stutterers," M.S. Thesis, University of Pittsburgh, 1949.**

Differences in certain personality traits between 53 male college stutterers and approxi-

mately 1400 male college freshmen were investigated using the Minnesota Multiphasic Personality Inventory. The stuttering group scored higher on all scales except the Psychopathic Deviate. The higher means of the stuttering group fell well within the normal range as defined by the MMPI.

Abstracted by JACK MATTHEWS, *University of Pittsburgh*

**Poorman, Florence M., "A Comparison of the Effects of Contralateral Masking on Thresholds of Monaural Conductive and Perceptive Hearing Losses," M.A. Thesis, University of Washington, 1950.**

In this study an investigation was conducted to determine the presence and amount of cross-hearing of speech which occurs in the case of predominantly conductive monaural losses as compared with predominantly perceptive monaural losses. The presence of cross-hearing was tested by establishing the threshold of intelligibility of the poorer ears for recorded PB word lists. This was repeated with white noise masking in the better ear and the presence or absence of cross-hearing was ascertained by the occurrence or non-occurrence of threshold shift in the poorer ear. The results indicate that the presence of cross-hearing and the effectiveness of masking depends upon the type of loss. With a conductive loss of from 40 to 50 db in one ear and normal hearing in the other an excessive amount of masking is needed to change the threshold. Thus, cross-hearing does not exist in the case of the above monaural conductive losses, whereas in the case of the monaural perceptive losses cross-hearing does exist and only a minimum of masking in the better ear is necessary to depress the threshold of the poorer ear.

Abstracted by FLORENCE M. POORMAN, *University of Washington*

**Raab, Sister Mary Bertrand, "A Program for the Pre-School Deaf Child with Special Emphasis for Catholic Schools," M.A. Thesis, Northwestern University, 1950.**

This is a curriculum or program designed to meet the maturation level of the two-to-five year old deaf child in a nursery school for the deaf. It is constructed upon findings in literature pertaining to child development in general, to pre-school education of both hearing and deaf children, to comparisons of abilities of deaf and hearing children and to specific considerations and modifications necessitated by the hearing handicapped child.

Three age levels are considered with goals summarized and presented before the curriculum of each level. The physical, emotional-social, and intellectual development are considered separately. To permit simultaneous consideration of its contents the curriculum is outlined in four parallel columns: Developmental Characteristics and Behavior, Developmental Tasks for the Child, Curriculum Implications for the Child and Suggestions, Materials and Learning Experiences.

Abstracted by SISTER MARY BERTRAND RAAB, O.S.F., *St. John's School for the Deaf.*

**Rankin, Wilbert Earl, "The Study of a Group Speech-Hearing Screen Test for Pre-School Age Children," M.S. Thesis, University of Pittsburgh, 1949.**

A group speech-hearing screening test was designed for use with pre-school age children.

Abstracted by JACK MATTHEWS, *University of Pittsburgh*

**Shames, George H., "The Relationship Between the Attitude Toward Stuttering of Secondary Stutterers and Several of Their Personality Characteristics," M.S. Thesis, University of Pittsburgh, 1949.**

By means of the Amons-Johnson Scale of Attitude Toward Stuttering and the Guilford Inventory of Factors STDCR, it was found that positive relationships exist between the secondary stutterer's attitude toward his stuttering and several of his personality characteristics. Stutterers differed significantly from the norms of the personality test only on Factor T. No relationship was found between attitude toward stuttering and length of time in a speech clinic.

Abstracted by JACK MATTHEWS, *University of Pittsburgh*

**Skenian, Ann Mary, "The Importance of Cooperation Between the Various Branches of Medicine, Dentistry, and Speech Therapy in the Restoration of Cleft Palate," M.A. Thesis, Emerson College, 1950.**

This thesis emphasizes the importance of cooperation between the branches of Medicine, Surgery, and Dentistry in cleft palate rehabilitation. The author presents a thorough discussion of the Etiology, Embryology, Anatomy and Physiology, Surgery, and the History and Principles of Obturators, and concludes with a detailed description of Speech Therapy involved, always stressing, whenever possible, the

importance of teamwork necessary to restore the cleft palate patient to his rightful place in society.

Abstracted by SAMUEL D. ROBBINS, *Emerson College*

**Sleeper, Anna Elizabeth, "A Developmental Survey of Speech Correction in New Orleans," M.A. Thesis, Louisiana State University, 1950.**

This thesis shows how elocution and English training in the early schools of New Orleans tended toward remedial speech, traces the historical development of speech correction in private, parochial, and public schools there, describes the textbooks and methods used in the program, and submits recommendations for facilities needed at present.

Abstracted by HARRIETT IDOL, *Louisiana State University*

**Sorensen, Mary B., "Selections from Revised Seashore Tests of Musical Aptitude in Hearing Aid Fitting," M.A. Thesis, University of Nebraska, 1950.**

The purpose of this study is to compare an experimental group of hard-of-hearing persons wearing hearing aids with each other and with normal hearing groups on the basis of the Seashore tests of pitch, loudness, and timbre. In the intra-group comparisons, kind of hearing aid and type of hearing loss are considered as variables. The subjects were male veterans of World War I and II, authorized to be fitted for hearing aids by the Veteran's Administration. Their age varied from 26 to 61, their education from seventh grade to University graduate study, and hearing losses varied as to type, cause, and duration. After filling out a questionnaire, and routing binaural audiometry, the veteran went through a battery of tests on each of five hearing aids. At a subsequent meeting, the Seashore tests were administered on each of the three best hearing aids. Preference tests on the basis of recorded speech and music, and an auditory discrimination test was also administered.

On the Seashore tests of pitch and timbre, the veterans wearing aids achieved significantly poorer scores than normal hearing persons. The difference on the loudness test favored the normal hearing group, but not significantly. The Seashore test scores did not correlate highly with any of the other tests in the battery. The Seashore test scores discriminate between hearing aids worn by a single subject and be-

tween aids when evaluated in terms of group performance. The writer suggests that further exploration of these differences and their cause would be valuable.

Abstracted by JOHN H. WILEY, *University of Nebraska*

**Stanford, Roy C., "An Experimental Study of the Validity and Useability of a Group Free Field Test of Hearing in the Public Schools," M.A. Thesis, Whittier College, 1950.**

A group free field warble tone test of hearing was developed at Whittier College during the spring of 1950. Over 900 students from the Whittier public schools were tested.

An audiometer activates and controls the tone which is amplified and fed through two loud speakers. The frequencies 500, 2000, 4000, and 8000 were used. The tones are warbled sufficiently to partially break down standing waves in the test room to a plus or minus 5 db at any station in the room. A masking ear muff is used to block off sound from one ear while the free ear is being tested.

As a screening test, the present group test is valid in that it selects the same students as having a possible "significant" loss as are selected by the individual test, though the group test selects additional cases. However, indications are that the number of retests will seldom exceed 10% when the test is given under favorable conditions. Approximately 70 students may be tested at one time.

Abstracted by ROY STANFORD, *Whittier College*

**Walcher, Helen Ross, "A Study of the Adams-Lepley Personal Audit Scores Made by Parents of Children with Cerebral Palsy and Their Controls," M.A. Thesis, University of Oklahoma, 1950.**

The purpose of this investigation was to find whether parents of cerebral palsied children, as a group, differ from the parents of non-cerebral palsied children in the adequacy of their emotional adjustments as measured by the Adams-Lepley Personal Audit.

The Audit was administered to a group of parents of cerebral palsied children and parents of non-cerebral palsied children. Thirty couples from each group were matched in occupation, income, age, and education.

The raw scores obtained were subjected to the t-test for related measures in small samples. No significant differences were found. Raw score correlation-coefficients were also run for

the scores made by the couples in each group in order to secure an objective measure of their similarity in adjustment on each of the nine traits tested in the Audit. Two  $r$ 's were found to be significant at the 1% level of confidence for the experimental group. The controls presented one  $r$  which was significant at the 1% level and two were significant at the 5% level of confidence.

Abstracted by HELEN R. WALCHER, *University of Oklahoma*

**Walsvik, Orvin Edgar, "The Comparison of Resonance of the Normal and Abnormal Ear," M.A. Thesis, University of Wisconsin, 1950.**

The problem this paper is concerned with is the resonance of not only the normal, unimpaired ear, but, the abnormal, impaired ear, that which we find in the deaf and hard of hearing.

Twenty subjects were chosen from classes at the University of Wisconsin. They were chosen at random, with no preference as to sex and age. It was determined before hand however whether the hearing was normal so there would be a true comparison of the results obtained after testing the abnormal.

Twenty subjects, regardless of sex and age were tested at the Lapham School For The Deaf and Hard of Hearing in Madison. All of these subjects had some impairment in hearing. They ranged from forty decibels to profoundly deaf, in hearing loss. The testing was done in a sound proofed room as at the University laboratory and conditions were kept equal to those when testing the normal subjects.

Upon completion of the routine tests and evaluating the data, these findings were evident:

1. The resonance of the abnormal ear is much greater than that of the normal ear.
2. There is a close correlation in resonance between the normal and abnormal ear at 500 cycles—600 cycles—700 cycles—800 cycles—900 cycles—1000 cycles.
3. At 1200 cycles—1600 cycles—2000 cycles—2500 cycles—3000 cycles there are distinct differences shown.
4. At 3500 cycles—4000 cycles—4500 cycles—5000 cycles—5500 cycles—6000 cycles—7000 cycles there is again very close correlation.
5. The high frequencies irritated the abnormal ear much more than the normal.

Abstracted by ORVIN E. WALSVIK, *University of Wisconsin*

**Wilson, Elizabeth Kearny, "The Effect of Maturation on Functional Articulatory Defects in the Elementary School," M.A. Thesis, The University of Virginia, 1950.**

The purpose of this study was to determine the effects of maturation upon functional articulatory disorders. The investigator used as subjects for this study 112 cases from the Charlottesville and Albemarle County, Virginia public schools. These cases had been detected during a survey of the school divisions during 1946-47. No speech correction training was available in the public schools during the interim up to 1950. Upon retests it was found that a high percentage of the children who were rated defective on the original survey still retained at least a degree of the same defect at the time of the retests.

A particularly significant feature of the study is that it traced the speech development of individual cases and that conclusions were drawn upon actual retesting of children who had been tested three or four years previously rather than relying merely upon statistical variations of the incidence of speech disorders from one grade to the next. The study provides a masterful refutation of the frequently expressed doctrine, "He doesn't need speech correction—he'll outgrow his trouble."

Abstracted by JAMES M. MULLENDORE, *University of Virginia*

**Wortley, John Showerman, "Is the Use of Progressive Relaxation an Effective Therapeutic Device in the Treatment of Individuals who Have Stuttering Symptoms?" M.A. Thesis, University of Michigan, 1950.**

The six subjects used for the experiment were enrolled in an intensive therapy program. All subjects received ten one-half hour periods of instructions on the method of relaxation which was a modification of Jacobson's progressive relaxation. The experiment was structured so that the six subjects represented both the test and control groups. The test materials consisted of the subjects recording four readings before and after a period of relaxation. The evaluation of this test material was based on the incidence of stuttering "spasms" and the relative intensity of these "spasms" based on a pre-arranged scale.

The results of this study indicate that the use of progressive relaxation, as used and measured by this study, is followed by a reduction of stuttering symptoms and gives indication that this method is an effective therapeutic de-

vice in the treatment of individuals with stuttering symptoms of various degrees of severity.

Abstracted by JOHN S. WORTLEY, *University of Michigan*

**Young, Elaine N., "A Speech Survey of the Kittanning Public Schools, Pennsylvania," M.A. Thesis, University of Wyoming, 1950.**

A survey of speech defects among the 1,974 pupils of the public schools in Kittanning, Pennsylvania, is presented. The report includes detailed graphs concerning the extent of speech handicapped children, types of defects, specific sound defects, a comparison with two other surveys, and an outline for an in-service program.

One hundred and thirty-four people with speech handicaps were found by the individual testing method. A total of 107 speech handicaps are articulatory, including baby talk, lisping, and delayed speech. Twenty-one cases of rhythm disorders and six cases of voice disorders were found. Six and nine tenths per cent of the school population have speech defects.

Among the substitutions, omissions, and distortions in articulatory problems,  $\emptyset$  [th], [r], [l], [+f] [ch], [f] [sh], [dʒ] [j], [f], [s], and [t] were most frequently defective. A ratio exceeding four to one is indicated by the fact that 82 boys have speech handicaps. Boys exceed girls in all types of defects in speech, and a discussion is presented concerning the prevalence among boys.

The distribution of speech defects by type and grade is given. With the exception of rhythm disorders, speech defects show a gradual decrease as maturity increases.

Abstracted by DEAN G. NICHOLS

## VII. Speech Education

**Auston, John T., "Dimensions of Published Speech Research, 1915-1949," Ph.D. Thesis, University of Denver, 1950.**

This dissertation is a study of modern speech research by descriptive analysis revealing present status, possible developments and theoretical reformulations. The procedure of derivation was by a scientific system, socio-educational research method, and the basic speech functions developed in the cognate fields.

The report covered 1003 investigations which

appeared in six professional speech journals from 1915 to 1949. Each report was determined for: (1) what extent had basic speech functions been studied "compartmentally"; what extent had predetermined research methodologies studied basic speech functions; and (3) what extent had "Compartmental" coincident with procedural emphasis utilized in the six basic speech functions. The third phase of study determined the relationship of method and function. The basic data utilized in the study was examined to determine the application of a scientific system to study research practice in speech functions and the treatment of chosen functions. Also, the examination determined borrowed contributions from socio-educational research in relation to speech functions.

Appendices I and II is listed for further clarification. Appendix I consists of 1003 research summaries in consideration of and "problem," "procedure," source, and "results." Appendix II contains a summary of items presented in Chapters VI and VII and listing author, journal and publication year.

In the items of area, method and function the classification concludes an approach employed, regardless of conceptualized descriptions of areas, to determine relationships the concentration of research on method and subject, and the "barren" areas where research is limited. Also, it is possible to study the relationships that determine the basic research analysis.

The units in the present investigation appear in the major field and the conceptualized descriptions adopted in the field. Application in speech research is amenable by a scientific method, and the adopted notion of dimension and the field is adopted to the fluid character of speech data and selected research.

The frame of reference formulated does not alter fundamental characteristic of speech research, but would, if followed, make an equitable distribution of subsequent research effort so that "barren" areas of concentration would be brought up to date so that research could be penetrated in quantitative terms, which had been attained in speech research at a given time.

This system for positioning a status for speech research constitutes a shortcut statement in the dimensions of reported research in general speech at a given period.

Abstracted by WILLIS E. ROSS, *University of Denver*

**Bach, Earl C., "The Status of Dramatic Education in Roman Catholic Colleges and Universities in the United States," Ph.D. Thesis, University of Denver, 1950.**

The purpose of this study was to determine the validity of the conception that the status of dramatic education in Catholic colleges and universities was low, and to formulate specific recommendations to administrative organizations for the furtherance of dramatic education. A comprehensive questionnaire was sent out and data received was tabulated and analyzed to determine what types of dramatic work were being offered, what percentage of students were affected, and what methods were used. The survey covered such items as: number of students enrolled in courses, number and background of faculty, purposes and physical plant, guidance for speech defective students, library facilities, and teachers' evaluations of drama problems.

A summary of conclusions indicates that the status of dramatic education in Catholic colleges and universities is encouraging, but generally weak. With respect to quantity, (courses offered, number of faculty, number of students, etc.) the status is low, but with respect to quality, (methods, material available and general purpose) the status is much higher.

This study can serve as an example and guide for future studies, and give teachers and administrators a definite picture of the current status of dramatic education in Catholic Colleges and Universities.

Abstracted by MARY CASMON, *University of Denver*

**Brink, Lauren L., "An Analysis of the Discussion Techniques of Junior and Senior High School Pupils," Ph.D. Thesis, University of Minnesota, 1950.**

#### *The Problem*

The purpose of this study was to describe as completely as possible the discussion performance of pupils of junior and senior high school. Special attention was given to the possible differences between grades, to the correlates of discussion performance, and to the procedures and techniques of the discussion.

#### *The Method*

Twenty-seven unsupervised informal discussions were held in fifteen minute periods in an office in University High School, Minneapolis, during the last two weeks of May, 1948. Participating in the discussions were nine chance-selected groups of five pupils each from grades

eight, ten, and twelve. The groups were asked to formulate a question or problem which they thought would be of interest to their school class. The discussions were recorded through the use of a concealed microphone and tape recorder. The recordings were transcribed into typewritten dialogues with the speakers identified by symbols.

In a search for a measure of discussion quality, eleven high school teachers were interviewed and since all of them agreed that relevance was the most important element in judging discussion quality, an index using individual proportional relevance was devised. The index was arrived at by classifying all discussion contributions as *relevant*, *irrelevant*, or *phatic communion*. A relevant contribution was one which advanced in any way the purpose of the discussion; an irrelevant contribution was one which did not so contribute; and a phatic communion unit was a neutral, non-communicative contribution. The classifications were made by two trained speech teachers using identical copies of the dialogues while listening to the recordings. Next, all of the relevant contributions in each discussion were counted and the proportion contributed by each individual was determined. The index was validated by correlating it with the judgments of three trained speech teachers who listened to ten of the recorded discussions. This yielded a high, positive coefficient (+.90).

Analysis of the discussion performance was begun by counting the objective elements of discussion—total number of discussion units, number of relevant, irrelevant and phatic communion units, average number of words per unit per pupil, and number of undisciplined outbursts per discussion. Grade comparisons on the various elements were then made.

The discussion participants were described by noting sex, age, socio-economic status, intelligence, school achievement, personal adjustment, and teacher ratings of classroom discussion for amount of participation, democratic quality of participation and social maturity of participation. All of these measures were correlated with the index of discussion quality.

Additional subjective analysis of the discussions was made to note the actual techniques of the discussion process.

#### *Summary of the Findings*

When relationships between the index of discussion quality and other measures of the pupils were computed, a very high positive relation (+.92) was found between social adjustment as measured on the Social Scale of the

*Bell Adjustment Inventory* and the index. Lower, but statistically significant, positive relationships were found between the index and IQ scores and the index and honor-point ratios. Insignificant relationships appeared between the Home, Health, Emotion and Total Adjustment Scales of the *Bell Inventory* and the index, and between teachers' estimations of the amount and quality of classroom discussion and the index. Pupils of grade twelve made significantly fewer contributions to the discussion than did the pupils of the eighth and tenth grades. There was no significant difference between the pupils of the eighth and tenth grades. Pupils of grade twelve made significantly fewer irrelevant contributions to the discussion than did pupils of grades eight and ten. There was no significant difference between pupils of grades eight and ten in this respect.

In the actual discussion process, there was no definite pattern in the procedure, only a kind of wayward wandering among thoughts more or less continuing a rather general areas of concern to the group. There was little use of argument or analysis and almost no appeal to reason or logic. Almost all of the groups acted as corporate bodies since there was a respect for each other's ideas, a willingness to compromise, and a dignified action.

Abstracted by HOWARD GILKINSON, *University of Minnesota*

**Culpepper-Hagen, Leslie A., "An Investigation of General Factors Relating to the Writing Effectiveness of Freshmen at the University of Denver," Ph.D. Thesis, University of Denver, 1951.**

The central problem of this study involves an investigation into the relationship of certain academic and personal factors to the writing effectiveness of freshmen at the University of Denver. The specific factors studied were scholastic aptitude in linguistic materials, scholastic aptitude in quantitative materials, reading ability, vocabulary, grammatical knowledge, writing methods, sex classification, importance of writing skill in chosen vocation, personal attitude toward writing, and self-evaluation as a writer. The study was conducted by experimenting with one hundred and twenty students enrolled in five classes in Basic Communication at the University of Denver during the Spring Quarter of 1948. Each student in the experimental groups was asked to produce three work samples under controlled conditions at successive intervals. The student thru these samples gave evidence of his performance on three types

of writing—reporting, opinion, imagination—were rated by two readers who judged the compositions by a Scale of Levels of Writing Effectiveness, representing the *A*, *C* and *F* levels of competency. The measurement of a final estimate of the student proficiency is accomplished by a composite of the ratings of the two independent readers of each of the three compositions.

The different kinds of test materials and information gathered through other instruments specifically constructed for the study are evaluated according to the criterion on proficiency measurement.

This study found that the scholastic aptitude linguistic part-score proved more closely related to achievement in writing than were any other factors considered. All the factors included in the measurement data of this study, with one exception showed a positive relationship to composition efficiency. This relationship is viewed according to their decreasing order of importance.

Dr. Hagen makes a comparison of men and women in writing achievements. She also deals with personal attitudes toward writing as related to the level of writing efficiency of the students studied. The significant items found to be related to writing effectiveness according to personal attitudes are listed in their order of importance, and there are results of an investigation on the correlation of the work-samples with various cooperative and effective English tests incooperated in the study.

Abstracted by DEAN A. PEARSON, *University of Denver*

**Newman, John Benjamin, "Joshua Steele: Prosody in Speech Education," Ph.D. Thesis, New York University, 1950.**

Joshua Steele's *Prosodia Rationalis; or, an Essay towards establishing the Melody and Measure of Speech to be expressed and perpetuated by Peculiar Symbols*, the first edition of which was published in London in 1775, has long been considered typical of the elocutionary movement that took place in England in the latter part of the eighteenth century. The elocutionary movement was part of the history of rhetorical theory. The classical writers on the subject, notably Aristotle, Cicero, and Quintilian, defined rhetoric as the art of persuasion and developed five canons for the use of the speaker. These were: invention, disposition, style, memory, and delivery. Different schools in the history of the discipline emphasized different canons. Elocution, for example, placed

its primary and often sole emphasis on the canon of delivery, stressing refinement and perfection in vocal variety and gesture.

The elocutionists themselves were divided into two schools. One, termed the natural school, depended to a great extent upon the student's natural ability and imagination, and prescribed a minimum of rules. The mechanical school, on the other hand, believed that the best performance could be achieved by strict attention to the mechanical details of delivery. It prescribed many rules for vocal inflection and bodily movement, and paid practically no attention to the individual's imagination and interpretative ability. The greatest desiderata of the elocution teacher of the mechanical school—rules, uniformity and universality of their application, and a method of recording speech—are all to be found in Joshua Steele's *Prosodia Rationalis*. It became, therefore, a part of the elocutionary movement and has since been thought typical of it.

But the motivation for Steele's system was thus being overlooked completely. *Prosodia Rationalis* means a rational prosody; and the work, indeed, was meant to be an essay in the field of prosody. Steele based his system on musical principles. He analyzed the rhythms of speech, whether as verse or as prose, on the basis of cadences, or musical bars, of a given time signature. Bars marked the recurrence of stress, whether sounded or silent. Thus the opposition between syllabic and temporal structure that had always been recognized acoustically in English speech was made prosodically measurable. Steele also marked the degree of pitch, duration, volume, and pause, so that he could "score" oral reading and speaking by means of his modified musical notation. Steele deemed his system of prosody rational because it indicated in terms of the characteristics and limitations of speech how written language should sound when spoken.

Steele, however, was not an elocutionist: his purpose was not to teach the art of oral reading or speaking. Steele was a prosodist: his purpose was to analyze literary structures in order to determine their rhythms when they were read aloud. Whereas the elocutionists prescribed specific patterns of speech, Steele described what he heard. The application of his system of prosody to elocution eventually gave rise to the idea, now manifested in speech education, that the description of speech as a phenomenon is not only valuable of itself but essential to the prescription of methods of presentation. Today the speech sciences rank with the arts

in speech education, and Steele's work is still recognized and acknowledged in many of its areas of study.

This dissertation analyzes Steele's system of "rational prosody." It traces its acceptance, rejection, and modification in the history of English prosody and elocution. Finally, it relates the recognition of Steele's work in speech education to the original purposes of *Prosodia Rationalis*. In this relationship, the effect of prosody upon the development of speech education is made evident through a study of Joshua Steele's *Prosodia Rationalis*.

Abstracted by JOHN B. NEWMAN, *Queens College*.

**Borger, Valbur, "Group Discussion,"** A sound film strip in two parts. Part I titled, "The Discussion Types." Part II, titled, "Discussion Leader," M.A. Thesis, University of Wisconsin, 1950.

What are the possibilities in the use of the sound strip film in the broad field of speech? The physiology of speech, the theatrical arts, speech correction, and many aspects of public speaking, are all areas in which there are concrete forms, actions, reactions, positions, and states of being. In terms of capturing meanings, relations, and significance these areas do not pose great difficulties for the still camera. But what of the more subtle, less concrete area of group discussion? Can the still camera, creating a series of related pictures arranged in story continuity and unified by a recorded narrative, present the elements of group discussion in such a manner that those without experience might view the film in order to learn about group discussion? This production thesis was undertaken to demonstrate that such might be done. Proof of its success cannot be known until the evaluations of many users have been tabulated.

The written portion of the thesis includes production and technical details, and a subjective analysis by the author concerning the value and success of the production.

Abstracted by VALBUR BORGER, *University of Wisconsin*

**Cassell, Alfred H., "A Survey as to the Probable Incidence of Educable Mentally Retarded Children in the State of Indiana,"** M.S. Thesis, Indiana State Teachers College, 1950.

It was the purpose of this study, (1) to determine the number of educable mentally retarded children in the public schools; (2) to

ascertain the provisions that are currently being made for these children on a statewide basis; and (3) to present the problems facing the school corporation regarding teacher training and staffing, as revealed through a questionnaire study.

Questionnaires were dispatched to a select group of school administrators throughout the state.

Significant factors were discovered in the survey, such as the fact that most superintendents consider a total of 3 percent of all school children to be educable mentally defective. 55 percent of all such children in this state are unprovided for at present. A total teaching force of 1200 trained educators are necessary in this state to maintain adequate instruction.

The superintendents were hesitant to attempt to classify the findings of their respective school district as far as listing the measures they themselves use in determining who is educable mentally handicapped. They listed as foremost among the facilities which they needed a teacher with psychological training, and a special license from the State.

Abstracted by *TEACHERS COLLEGE JOURNAL, Indiana State Teachers College*

**Daniels, Raymond Carl, Jr., "Speech Education and the Core Curriculum," M.A. Thesis, Michigan State Normal College, 1950.**

This thesis was an investigation and experimentation with speech as the method of teaching in the "core" curriculum. This was attempted by examining the "core" curriculum to see just where and how speech education could be made a part of the "Core."

Permission was obtained to conduct an experiment in the Basic Communications Core at Wayne High School, Wayne, Michigan. A test unit was planned, and teachers and their classes were chosen for the experimental group.

Speech is definitely a part of and one of the required methods of the core method of teaching. The objectives of speech education are, in part, the same objectives of the core curriculum. Speech may be taught in conjunction with the core. Speech educators should be concerned with the possibilities afforded for speech education via the core curriculum.

Abstracted by *RAYMOND C. DANIELS, JR., Michigan State Normal College*

**Dickison, Virginia Ann, "An Analysis of Factors in the Background and Status at**

**the Time of Enrollment of Students in the Principles of Speech Course at the State University of Iowa during 1949-1950," M.A. Thesis, State University of Iowa, 1950.**

The Principles of Speech course at the State University of Iowa is made up of a heterogeneous group of students with respect to age, academic classification, general experience and training, and speech experience and training. This study was an attempt to isolate similarities and differences within this group—to secure a "general picture" of the personnel of the group. A questionnaire, including inquiries concerning previous high school and college attendance, as well as speech experience and training, was administered to the students enrolled in this course in 1949-1950. The second semester students were also evaluated in their delivery of a persuasive speech.

The results of this investigation indicate that the students observed were, in general, more advanced in general experience and education than the usual college group of beginning speakers. In speaking, this group rated highest in selection of topic and choice of ideas, and lowest in bodily action and articulation and pronunciation.

Abstracted by *VIRGINIA DICKISON, Stephens College*

**Fox, Wayne Odell, "The Status of Speech in Western Junior Colleges," M.A. Thesis, Colorado University, 1950.**

This study was designed to discover and report both curricular and co-curricular policies and practices of western junior colleges with respect to public address, drama, interpretation, and speech correction. Through questionnaires and personal visits information was obtained about the general practices, courses, units, equipment, correction programs, faculty, and co-curricular activities in speech.

Most schools surveyed offered speech courses, but speech was required in very few instances. Over half offered more than one speech course, some having several courses in various areas of speech. Courses in fundamentals, public address and drama were most common. Course units and texts used varied widely. Most schools had recording devices. Speech correction was seldom part of the program. Speech teachers reported having masters' degrees and speech majors in the majority of cases. Nearly all junior colleges had co-curricular speech programs; however, only half of them have inter-school events. Co-curricular speech supervision

was usually given to one instructor. Budgets for speech activities varied widely.

Abstracted by THORREL B. FEST, *Colorado University*

**Gottshall, Kathryn Ellen, "Recorded Samples of Speech, Together with a Preliminary Study of Their Use in the Teaching of Basic Courses," M.A. Thesis, Ohio University, Athens, Ohio, 1950.**

Records of the speech of forty-seven students showing a variety of types of voices were analyzed by two faculty groups for the purpose of eliminating poor and duplicating samples and reaching agreement on the terminology to be used in describing the vocal characteristics exemplified. Twenty-four sample records were finally chosen.

A second group of nineteen students took a vocabulary test covering voice terms and analyzed ten of the sample records. The group was then given a two hour period of training in discriminative listening and appropriate terminology, using other sample records as teaching devices. Retests were given.

Tentative conclusions were drawn concerning the vocabulary and discriminative ability of students in relation to vocal characteristics and the efficacy of a short training period in improving these abilities.

Abstracted by CLAUDE E. KANTNER, *Ohio University, Athens, Ohio*

**Johnson, Dorothy Campion, "Voice and Diction Training in American Universities and Colleges," M.A. Thesis, Stanford University, August, 1950.**

An investigation of the present practices, theories, objectives and requirements of the voice and diction training programs in American colleges and universities was accomplished by sending a detailed questionnaire to 300 institutions of higher learning in the United States. It was learned that over one-half of the institutions returning the questionnaires conduct an examination appraising the voice and diction needs of the students, approximately one-fourth suspend the degree for graduation, and nearly as many suspend the teaching credential until a voice and diction standard has been satisfied. In all three requirements (taking the screening examination, withholding the degree and withholding the credentials), all entering students are most often required to meet the prevailing standards. Separate courses devoted solely to voice and diction are offered by approximately four-fifths of these schools. Speech and/or drama undergraduates are more com-

monly required to take these separate courses than prospective teachers who rank second in this respect. From two to three semester credits or three to four quarter credits are usually allowed for these separate courses and they are offered in most instances on the lower academic level. The trend seems to be toward including exercises and drills as well as theory in these voice and diction courses with more emphasis on the acquisition of skills.

Abstracted by DOROTHY CAMPION JOHNSON, *Stanford University*

**Krueger, David H., "A Study of the Results of Teaching Factors of Listening Comprehension to College Freshmen in the Basic Communications II Course," M.A. Thesis, Whittier College, 1950.**

The problem was to determine whether an appreciable gain in listening comprehension could be made by college freshmen in the Whittier College Basic Communications II class by the teaching of specific factors in listening that have been found to increase listening comprehension in certain other experimental situations.

Seventy-two Subjects were individually paired with seventy-two controls by National Council Intelligence scores.

Two tests were used to measure both initial and final informative listening comprehension ability: One by R. G. Nichols (Minnesota Listening Test) reliability .95, validity not established, and a True-False Test on a classroom lecture.

Test Group training included: Two lectures; one based on eight points of good listening, reported by R. G. Nichols; one on the psychological aspects of listening; five written papers on convocation speakers, based on Herold Lillywhite's "Instruction for Writing-Listening Analysis." In addition discussions of and examination questions on listening were utilized.

Minnesota Listening Test Arithmetic mean gains were: Test Group gain, 3.0; Control Group gain, 6.89. True-False arithmetic mean gains were: Test Group loss 2.72; Control Group gain, 7.82.

Relationships (correlations) of abilities on the Minnesota Listening Test, using 144 subjects were: with National Council Intelligence scores, good. With English A examination scores, good. With Bell Inventory of Emotional Maturity scores, negligible. With True-False Test scores, fair.

Abstracted by DAVID H. KRUEGER, *Oregon State College*

**Lowry, Patsy Ruth, "An Historical Study of the National Association of Elocutionists, 1892-1906," M.S. Thesis, University of Wisconsin, 1950.**

*Problem:* A belief that a study of the past is helpful in understanding the present and a desire to reveal the wealth of ideas offered by the members of the National Association of Elocutionists.

*Procedure:* First, a chronological development was seen as elocution grew out of the delivery aspect of rhetoric in the eighteenth century. Then, the conditions which brought about the formulation of the National Association of Elocutionists were examined and finally, the contents of their meetings were studied to discover the ideas held by them.

*Findings:* A consideration of techniques was of primary importance to the elocutionists. They believed, however, that technique was but a means to an end and not an end in itself. They saw three primary developments in expression: cause, means and end. The cause was the thought and emotion, the inspiration for expression; the means was the use of voice and body; and the end was the fine and artistic expression of the soul. It was found that the ideas of the members of the NAE compared favorably with those ideas expressed in modern speech texts.

Abstracted by PATSY RUTH LOWRY, *University of Wisconsin*

**McWilliams, Betty Jane, "The Effect of Speech Improvement Activities Upon Consonant Articulation in Kindergarten Children," M.S. Thesis, University of Pittsburgh, 1950.**

Articulation of kindergarten children subjected to a series of speech improvement group activities improved significantly more than matched control groups who were not exposed to speech improvement activities.

Abstracted by JACK MATTHEWS, *University of Pittsburgh*

**Miller, Tommy Gene, "A Preliminary Investigation Into the Construction of a Theoretical Scale of Specificity," M.A. Thesis, Northwestern University, 1950.**

This was a preliminary investigation into certain aspects of the "meaning" of the instruction "be as specific as possible."

The major purpose of this study was to construct a scale of specificity. The scale consists of six categories ranged on a continuum from

"extreme" generality to "extreme" specificity. These categories were the criteria for classifying the responses of 150 individuals to three types of macroscopic stimuli:• geometrical objects, photographs of sports, and 5 burning candles.

Results indicated that the 150 individuals tested described the stimuli in what might be labelled a traditional genus, species, and differentia classification. Interpretations from these results suggested that a broader understanding of the phrase "be as specific as possible with macroscopic stimuli" could be utilized in teaching if individuals are to understand that specificity is also a function of the time, place, and individual co-ordinates.

•Macroscopic stimuli were defined throughout the study to mean "things" having physical existence, such as "pictures, books, etc.," and recognizable without the use of specialized instruments.

Abstracted by TOMMY GENE MILLER, *Northwestern University*

**Orr, Kenneth N., "The Wechsler Intelligence Scale for Children as a Predictor of School Success," M.S. Thesis, Indiana State Teachers College, 1950.**

The validity of the Wechsler Intelligence Scale for Children as a predictor of school success was investigated by comparing its relationship to the Revised Stanford-Binet of 1937, Form L, by determining the interscale correlation of the Wechsler, and by evaluating the usability of the reported test results by regular classroom teachers.

Pupils of the first, fourth, seventh, and special room for mentally retarded of the Laboratory School of Indiana State Teachers College were given The SRA Primary Mental abilities, a group test. Final selection of cases (fifty) included all pupils whose SRA total I.Q. was 120 or above and 80 or below; these were administered the Revised Stanford-Binet and the Wechsler Intelligence Scale for Children.

A validity coefficient of .77 and a PE of .04 was found between the Binet and the Wechsler Full-scale, while a .88 .02 relationship was indicated for the Binet and the Verbal-scale portion of the Wechsler. The agreement between the Binet and the Wechsler Performance-scale portion of the measurement was .61+.06. The questionnaire indicated that the teachers felt the Wechsler was more accurate than the Binet in forty-nine per cent of the cases.

Abstracted by TEACHERS COLLEGE JOURNAL, *Indiana State Teachers College*.